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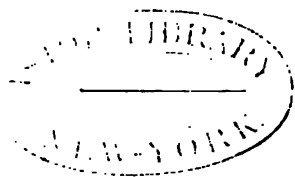
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SEVENTEENTH
ANNUAL REPORT
OF THE
BOARD OF EDUCATION,
TOGETHER WITH THE
SEVENTEENTH ANNUAL REPORT
OF THE
SECRETARY OF THE BOARD.



BOSTON:
WILLIAM WHITE, PRINTER TO THE STATE.
1854.



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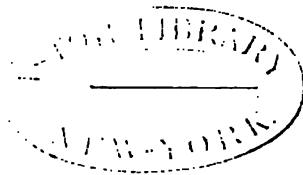
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SEVENTEENTH ANNUAL REPORT
OF THE
BOARD OF EDUCATION.

As required by the Act of 1837, c. 241, the Board of Education proceed, in this their Seventeenth Annual Report, to lay before the Legislature the record of their operations and observations during the past year.

The Board continue to find cause of congratulation in the steady progress of improvement manifest in our system and practice of Common School Education. This progress evinces the growing appreciation of the importance of the system, and the unabated attachment of the people to this safeguard of their civil and religious institutions. The education of all the children of the State at the public expense, is the leading idea of our Common School system. The Board perceive no symptoms of distrust or of diminished zeal in carrying forward this necessary work—the education of the whole people. Failure or faltering here would be an alarming sign of the decay of the vital energy of the Commonwealth. The work, though advanced from its condition in former years, still needs the combined force of wisdom and energy to carry it on. Even in Massachusetts, twenty thousand adult persons are found unable to read and write. Of these, eighteen hundred are Americans; many of the remainder are newly arrived immigrants. Though these constitute but a fiftieth part of the whole population, yet the existence of such a mass of ignorance, showing us where the great danger to our free institutions lies, calls for wise and earnest measures for its removal.

Evidence will be afforded, we think, from the various Reports

and Returns herewith presented, that the past year has been one of progress. A high point has been reached; but only to inspire us with hope and courage to press onward. Never before, was there a more earnest demand for united and vigorous action to secure enlarged success in our Common Schools. Its continued advancement is imposed upon us as a necessity of our condition; and the people of Massachusetts require no arguments to strengthen their conviction, that the best hopes of humanity are identified with a generous and enlightened support of the cause of universal education.

As the practical working of our system is examined, deficiencies are manifest in the means employed. The system itself needs, at present, no modification. It attracts the admiration of surrounding states and nations, and needs only to be vigorously managed to secure incalculable advantages. But it is difficult to find individuals, in the varied relations which the system recognizes, who can act always with skill and efficiency sufficient to meet its high demands. To accomplish its best results, it is essential that the people of the towns should carefully select for the responsible duties of its direction and management, such individuals only as can understand and apply its provisions. It is the people's system, and its complete success depends upon the vigilance with which they require its faithful administration by those to whom it is intrusted.

The Normal School-house at Framingham has been completed, and was dedicated on the fifteenth instant, in the presence of a large and intelligent audience, who manifested great interest in the school. An address was read by George B. Emerson, Esq., a member of the Board, which is ordered to be printed and appended to this Report. The report of the building committee is also herewith presented, to which the Board refer for a description of the house and a detailed account of its cost. By reason of the great advance in the price of building materials and labor, and other considerations stated in the report of the committee, it will be necessary to make an additional appropriation to defray the expense already incurred in the erection and furnishing of the house, and necessary to be incurred in grading and fencing the grounds. The Board have no hesitation in saying that a house of inferior accommodations would not have answered well the purpose for which this

was intended, and ought not to have been erected. They agree with the committee, in the expression of the opinion that it will be found to be thoroughly built, commodious, and well adapted to its object. They recommend to the Legislature to make an additional appropriation, to the amount stated as necessary by the building committee.

The Board, at a special meeting called for the purpose on the 18th day of April last, appointed a committee to receive proposals and examine sites for a new State Normal School in Essex County, established by the Legislative Resolve of April 16th, 1853. The committee received proposals from, and examined sites in, Salem, North Andover, Groveland, and Chelsea; and reported the result to the Board at its semi-annual meeting on June 2d, 1853. The Board, after a careful and impartial examination of the claims of the several localities, decided on Salem as the most accessible, nearly central as to population, and offering facilities for the improvement of the pupils by its schools, and its literary and scientific advantages, surpassed by those of few towns in the Commonwealth. The city of Salem presents to the State, as a site for the Normal School, a convenient, retired, and healthy situation, of sufficient extent for the purpose, and in a neighborhood where good board can easily be procured for the members of the school. The title of the land, about one-third of an acre, will be secured by deed to the Commonwealth, as soon as the Common Council of Salem shall have arranged the boundaries, so as to make the lot the most eligible for all concerned. Meanwhile a brick edifice, 67 feet square, is building under contract of the city of Salem with the committee of erection appointed by the Board. The city agreed to receive the sum appropriated by the Legislature, and with it erect and furnish such a building as would meet the approbation of the Board of Education, according to a plan which they themselves prescribed. This sum they are not to receive until the building is completed and approved, and the land conveyed to the Commonwealth. The edifice is to be a substantial structure, and its internal arrangements will be well adapted to the use of the school. It will be of two stories, the lower twelve feet high, and the upper, sixteen feet. The second story will have a school-hall designed to seat 120 pupils, four recitation

rooms, and two smaller rooms. The lower story will contain a large lecture-room, a room for chemical apparatus, one for philosophical apparatus, and four other rooms, to be used for a library, recitation-rooms, &c. The building may be completed by the first of June. After the erection of the building, it will need suitable apparatus and a library.

The action of the Legislature in providing for the education and training of young men for the office of principal teacher in the High Schools of the Commonwealth, by establishing forty-eight State Scholarships in the colleges of Massachusetts, guaranteeing the payment of \$100 per annum to each, was cordially responded to by the Board. They at once made provision for districting the State, as contemplated in the Act referred to, and the Secretary, under the instructions of the Board, issued a circular to school committees and others, giving the requisite information. A special meeting for the purpose designated, will be held by the Board, at their room in Boston, in January, 1854, the earliest period named in the Act, and immediately thereafter the Secretary of the Board will give the school committees notice of the formation and classification of the Districts, and the order in which they will be entitled to present candidates for scholarships, according to the provisions of the Act.

The Resolve of the Legislature, passed April 30, 1853, granting aid to pupils in the State Normal Schools, was duly considered by the Board, and a plan adopted to carry out its provisions. This plan was published in the circular of the Secretary already referred to, and was thus made known to each town in the Commonwealth. It will be the endeavor of the Board so to arrange the distribution of the funds appropriated by the Legislature to this object, as to secure the best results to the greatest number.

The first distribution of aid under the Resolve was made in the last autumn term. It is dispensed to those pupils who exhibit to the Board satisfactory evidence of their possessing the character, habits of application, and capacity, requisite for becoming successful teachers, and of being without the means of defraying the expenses of a course of instruction at the Normal Schools.

While many details will be found relative to each Normal

School in the Visitors' Report, the Board deem it advisable to note some particulars in relation to each school.

The Normal School, late at West Newton, but now transferred to Framingham, is the first in order of existence. The examinations of this school at the close of the graduating terms, give satisfactory evidence of the intellectual capacity of the female mind to master the most difficult subjects likely to be introduced in the instruction of the Common Schools of the State.

This school had been established fourteen years, last July.

The whole number of different pupils connected with it during that time is	813
The whole number of graduates is	598
The whole number of graduates before the term of connection was extended to four years—a period of eleven years, (217 of them from Boston,) is . . .	456
The whole number of graduates since—three years, is .	142
The whole number of pupils from Massachusetts, is .	739
“ “ “ other States, is . . .	74
“ “ graduates from Massachusetts, is .	538
“ “ “ “ other States, is .	65
“ “ “ deceased, is . . .	50
“ “ towns in Massachusetts that have been represented in this institution, is . . .	127

The Normal School at Westfield was originally established at Barre, in September, 1839. During the last seven years, since Mr. Rowe's connection with the school, there have been 537 pupils—171 males, and 366 females. These have come from about one hundred and fifty different towns, and eleven different counties. Not far from 95 per cent. of the graduates have taught; sickness and death have prevented the rest, or nearly all of them, from teaching. About forty within the last seven years have taught in other States, but most of these had taught previously in Massachusetts.

Several important repairs and improvements are needed in connection with the premises of the State Normal School at

Westfield. The expense of these improvements cannot be met by any means now at the command of the Board. The Board, therefore, recommend an additional appropriation of five hundred dollars to defray this expense.

The Normal School at Bridgewater, the third in order of time, having been commenced Sept. 9, 1840, has, during the past year, been satisfactorily accomplishing its important work in the preparation of teachers. An entire change has taken place in its board of instruction, owing to the voluntary but regretted resignation of the former teachers. A change in the commencement of the last term, not sufficiently advertised, occasioned the admission of an unusually small number of pupils. The whole number of pupils who entered the school from its commencement till November 8, 1853, is 854 — 360 males, and 494 females. Of these, 534 remained the prescribed number of terms or more, and graduated. Four hundred and ten of the graduates are known to have become teachers. Of those who remained less than a year, 108 are known to have become teachers.

The several Principals of the Normal Schools state that the applications to them for teachers are much more numerous than they can supply. The increase of compensation, on an average, for teachers from the Westfield and Bridgewater Schools, for the seven years past, is about sixty per cent. The average of compensation for teachers from the late West Newton School, is now double the amount allowed them four years since.

Two agents are employed by the Board. One of them, Mr. Daniel Leach, has been active in his duties during the whole of the past year. The results of his observations will be found in the Secretary's Report. During the time of his agency — two years and five months — he has visited more than one thousand schools of various grades, in more than three hundred towns of the Commonwealth, and made many observations in regard to the construction and condition of school-houses, the teaching and government of the schools, and the action of the towns in relation to them. The other agent, Mr. Richard Edwards, Jr., has but recently entered upon the duties of his appointment.

Teachers' Institutes have been held during the year, as usual,

and have continued to exert an elevating influence on the character and qualifications of teachers. An efficient corps of instructors has been permanently connected with the Institutes, and they serve to rouse the interest of the public, and to accomplish their great design, the improvement of the common schools. The Teachers' Associations, having in view an object similar to that of the Institutes, seek to effect that object in their own independent sphere. The Board are happy to recognize the prevalence of a fraternal spirit between these similar agencies.

As an indication of progress in the education of teachers, the Board would refer to the fact of the establishment, within two years past, of two Normal Schools, having no connection, however, with those established by the State. One of these is the City Normal School, in Boston, and the other, the New England Normal Institute, at Lancaster.

The operation of the Truant Law of the Commonwealth in those towns which have adopted it, is gratifying. In the city of Boston, where, previous to the enactment of this law, hundreds of children were in the streets or upon the wharves during school hours, very few cases of truancy now occur. Three officers are employed in this service by the city, but, at the present rate of improvement, it is thought that one officer will soon be sufficient. Several other towns and cities have applied the law with similar favorable results.

The Massachusetts School Fund, on the 1st of

December, 1853, amounted to, . . .	\$1,220,238.11
On the 1st of January, 1853, it was . . .	951,424.12
Increase during the year, ...	\$268,813.99

This large increase of the fund during the past year arises from the sale of all the Commonwealth's interest in lands in Maine to that State. This source of increase is now exhausted.

The fund is invested as follows : —

Notes and mortgages, at 6 per cent., . . .	\$151,673.52
County, City, and Town Scrip, 6 per cent., . . .	257,300.00
Notes and collateral, at 6 per cent., . . .	27,000.00

Railroad Stock, at 7 per cent., ...	82,100.00
Railroad Scrip, at 5 per cent., ...	260,000.00
Massachusetts Scrip, at 5 per cent., ...	14,797.72
Maine Scrip, at 5 per cent., ...	125,000.00
Eastern Land notes, at 6 per cent., ...	185,577.81
Eastern Land notes, interest after ten years, . .	6,000.00
Cash on hand, ...	110,789.06

\$1,220,238.11

To this should be added the value of its rights in the Western Railroad Loan Sinking Fund, on account of its 821 shares in the stock of that railroad, which, at \$24 per share, is \$29,704, not at present available.

The limit fixed by law which this fund is allowed to reach, is one million five hundred thousand dollars. The resource for its increase in the sale of the lands in Maine, having been exhausted, the Board are of opinion that some new source of increase should be provided. The late Convention for amending the Constitution, with great unanimity adopted an amendment for its enlargement to the sum of two millions of dollars, making it the duty of the Legislature to provide for its enlargement to that amount; a measure as to the propriety of which this Board accord with the Convention. The means of such an increase may be found in the interest of the Commonwealth in the Western Railroad Loan Sinking Fund, on account of its ten thousand shares in the stock of that road. This, now, is valued by the auditor at \$24 per share, or \$240,000; and by the year 1870, when the loan is payable, will, according to the statements of that officer, amount to nearly a million of dollars, which, added to the par value of the stock, will give to the Commonwealth, at that time, nearly two millions of productive property in that corporation, not appropriated to any specific object. It seems to the Board not difficult to make arrangements, in anticipation of that event, by which the School Fund may be gradually increased to the limit above-mentioned, and yet have a large sum to be devoted to other objects. If this were done, the income of one-half, three-fourths, or such part of the fund as the Legislature should determine, might be distributed in the manner now provided by law

for the support of schools, and the other charges and appropriations for educational purposes might be paid from the income of the remainder, instead of being paid from the principal of the fund, as they are under the existing provisions of law. This Board would be cautious in recommending to the Legislature any measure of finance, though for an object specially connected with the department of education, and suggest this only as what seems to them an obvious mode of increasing this fund to the limit now fixed by law, or to the enlarged limit above named, if that should be adopted by the Legislature.

The sums drawn from the School Fund from January 1st to December 1st, 1853, for various educational purposes other than the distribution for the support of schools, are as follows:—

Salary of Secretary, ...	\$2,200 00	
Salary of Clerk, ...	1,200 00	
		\$3,400 00
Expenses of Secretary, ...	84 65	
“ of Board of Education, ...	89 54	
“ of Committee to Visit Schools, ...	135 83	
		310 02
Paid Samuel Coolidge for printing, ...	702 00	
Paid White & Potter, “	1,576 57	
		2,278 57
Teachers' Institutes, ...	3,675 00	
County Teachers' Associations, ...	350 00	
Massachusetts Teachers' Association, ...	150 00	
		4,175 00
Normal School-house, Framingham, ...	6,000 00	
Normal Schools, ...	8,700 00	
Normal Pupils, ...	300 00	
		15,000 00
New England School of Design for Women, ...	750 00	
Meteorological Instruments, ...	517 34	
		1,267 34
Dictionaries, ...	164 00	
Agents of Board of Education, ...	1,551 76	
Total, ...		\$28,146 69

The principal of the Todd Fund now amounts to \$11,900. The income of this fund is appropriated in aid of the support of the Normal Schools, for such objects as are not provided for by the regular appropriations made by the Legislature, it having been the intention of the donor not to relieve the State of any part of its usual contribution to this object, but to enlarge the range of instruction in these schools. The entire income of the fund has not been used during the past year, but will be fully appropriated during the ensuing year for instruction in music, musical instruments, Professor Guyot's lectures on geography, Professor Agassiz's lectures, and other objects.

Great good has been effected, the Board believe, by their practice, for three years past, of issuing Educational Tracts, in a cheap form, to be distributed liberally in the Commonwealth. These have been made up from the Secretary's Report.

The Abstracts of School Committees' Reports, and of School Returns, published herewith as usual, together with the various Graduated Tables, constitute a valuable repository of facts, carefully collected and arranged, from which may be inferred the condition and prospects of our Common Schools. The Board would call the special attention of legislators and of citizens in general, to these important sources of information.

JOHN H. CLIFFORD.

E. HUNTINGTON.

THOS. KINNICUTT.

EMERSON DAVIS.

GEORGE B. EMERSON.

MARK HOPKINS.

EDWARD OTHEMAN.

ISAAC DAVIS.

ALEX. H. VINTON.

GEO. S. BOUTWELL.

Report of the Visitors of the State Normal School at Bridgewater.

During the past year, an entire change of teachers has occurred in the school. Mr. Tillinghast, the first Principal, whose services began September 9th, 1840, was compelled, in consequence of greatly impaired health, to resign the post, which he had so honorably filled, at the close of the term ending June 28th, 1853. For some time this result had been feared by the Board, as he had been obliged more than once to suspend his labors. The executive committee, after much inquiry, invited Mr. Marshal Conant, then residing in the vicinity of the school, to take charge of it during the last term. Mr. Conant had been favorably named by the late Principal, and his practical knowledge and long experience in educational and scientific pursuits, gave good guaranty of success. The Visitors are happy to say that they are not disappointed. Mr. Conant is continued in charge up to the present time, subject to the decision of the Board in regard to his appointment.

Mr. Richard Edwards, Jr., who for nearly five years, fulfilled, with great efficiency, the duties of assistant teacher, was elected Principal of the English High School in Salem, and left our service to enter that office, at the close of the thirty-eighth term, or January 5th, 1853. Mr. Albert G. Boyden, already a valuable assistant teacher, succeeded Mr. Edwards in his post at the Normal School.

Mr. Edwards, having accepted the invitation of the Board to become one of their agents, was followed by Mr. Boyden, as Principal of the Salem High School. Mr. Boyden remained at Bridgewater till the close of the last term, when he resigned his situation, and removed to Salem, having been teacher at the Normal School, with marked success, from August 7th, 1850, to November 8th, 1853. Mr. Edwin C. Hewitt now occupies the place vacated by Mr. Boyden at the Normal School. He was a graduate of the school, and was appointed assistant teacher in January last, when Mr. Edwards left. He has proved himself a worthy and capable officer.

The removal of Mr. Boyden rendered it necessary to select another assistant teacher. After much consultation, it was thought best to obtain a competent female teacher. The friends of the measure were impressed with the conviction that the influence of such a teacher would be, in every respect, salutary. After numerous inquiries, and visits to several schools, the choice of the Visitors, Secretary, and Principal was united in the selection of Mrs. Sarah M. Wyman, of Ashby, Mass., who had acquired a reputation for excellence as a teacher wherever she had been employed. She entered upon her duties at Bridgewater at the commencement of the present term.

The effect of so great and frequent change of teachers, is usually unfavorable. And yet these changes were entirely beyond the control of the Board. In the case of the assistant teachers, the Board had no means of retaining them, by offering an increase of salary. No alternative is left to the Board in such a case. And we must expect that higher emolument elsewhere, if not a higher position, will still offer successful attraction.

As the present teachers become accustomed to work together, and have opportunity to make their own impression on the character of the school, we doubt not that it will pass unharmed through the ordeal of change, and take an advanced position in the career of improvement.

One or more members of the Board, and the Secretary, have attended the examinations of the entering and graduating classes during the year. These examinations evinced a determination on the part of the Board, and of the instructors, to maintain as high a standard as usual in the qualifications for admission and graduation.

Since the commencement of the school, there have been 40 terms. These terms were 14 weeks each in length, except two which were 22 weeks each, and embraced the period from August 4th, 1852, to June 28th, 1853. This change was abandoned after a year's trial, and the terms resumed their original limits.

Previous to August 5th, 1846, pupils were required to remain only two terms; since that time they have been required to remain three consecutive terms, with the privilege of continuing longer if they choose. The number of pupils in connection with the school during the former period, from September 9th, 1840,

to August 5th, 1846, including 19 terms, was 405 — 197 males, and 208 females. The average number of each entering class was 21.31; and the average number of pupils each term was 48.

During the second period, or since August 5th, 1846, embracing 21 terms, and extending to the close of the last term, November 8th, 1853, there were in the school 449 pupils — 163 males, and 286 females. The average number of each entering class was 21.37; the average number of pupils each term, 64.61.

Of the pupils who entered the school during the first period: —

Remained one year or more, (graduates,)	186
Remained less than one year, (non-graduates,)	219
Graduates known to have become teachers, ...	168
" known not to have become teachers, ...	8
" unreported, ...	10
Non-graduates known to have become teachers, ...	101
Entered, but remained only a few days, ...	16
Entered, but remained only one term, or nearly one term, .	88
Number of deaths known to have taken place, ...	39
Number of marriages known to have taken place, ...	123
Number from Plymouth County, Massachusetts, ...	*190
" " Bristol " "	72
" " Norfolk " "	62
" " Suffolk " "	16
" " Middlesex " "	17
" " Worcester " "	9
" " Essex " "	8
" " Barnstable " "	5
" " Hampshire " "	2
" " Franklin " "	2
" " Dukes " "	1
	384
" " Rhode Island, ...	6
" " New Hampshire, ...	5
" " Vermont, ...	1

* From Bridgewater, already included in Plymouth County, 46.

Number from Maine, ...	4
“ “ Connecticut, ...	3
“ “ New York, ...	2
	405

Of the pupils who entered during the second period, i. e., from August 5th, 1846, to November 8th, 1853 :—

Remained one year or more, (graduates,)	348
Remained less than one year, (non-graduates,)	101
Number of graduates known to have become teachers, ...	242
“ of graduates known not to have become teachers, ...	6
“ of graduates about whose teaching information is wanting,*	80
Number of non-graduates known to have taught, ...	7
“ of pupils who attended one term, or less, ...	22
“ of pupils who attended three terms, or beyond the prescribed limit, ...	98
Number of known deaths among the pupils of this period, ...	8
“ of known marriages among the pupils who entered this period, ...	33
Number from Plymouth County, Massachusetts, ...	†91
“ “ Bristol “ “	70
“ “ Norfolk “ “	63
“ “ Suffolk “ “	20
“ “ Middlesex “ “	47
“ “ Worcester “ “	59
“ “ Nantucket “ “	20
“ “ Barnstable “ “	19
“ “ Essex “ “	12
“ “ Hampden “ “	1
“ “ Franklin “ “	1
	403
“ “ Rhode Island, ...	12
“ “ New Hampshire, ...	15

* This arises chiefly from the recent connection of the Principal.

† Number from Bridgewater already included in Plymouth County, 40.

Number from Maine,	.	.	.	.	.	.	.	11
" " Vermont,	.	.	.	.	.	.	.	3
" " Connecticut,	.	.	.	.	.	.	.	3
" " New York,	.	.	.	.	.	.	.	1
" " Maryland,	.	.	.	.	.	.	.	1
								449

The average number in the entering class for the last three years is 27.5. The average age of the pupils since the commencement of the thirty-sixth term, December 3d, 1851, when the register of names was begun, is—

For the 36th term,	.	.	.	.	18.58 years.
" 37th "	.	.	.	.	19.44 "
" 38th "	.	.	.	.	19.20 "
" 39th "	.	.	.	.	18.90 "
" 40th "	.	.	.	.	18.80 "

The whole number of pupils in attendance during the term ending—

January 4th, 1853, is	.	92	; entered,	.	.	.	39
June 28th,	"	.	70	; entered,	.	.	24
Nov. 8th,	"	.	64	; entered,	.	.	33

Of the above class of 39 entering pupils, 17 had previously taught. Of the 24 entering pupils, 10 had been teachers. Of the class of 33 entering pupils, 14 had previously taught.

Owing to the continuance of the terms, of 22 weeks each, for one year only, the close of the terms, and the proper time of the graduation of the classes have not coincided for three terms. A class graduated near the middle of each of the long terms, and no class was ready to graduate at the close of the last term. Hence, only two classes have graduated since the last annual meeting; one, April 5th, 1853, consisting of 15 pupils—3 males, and 12 females; and one, June 28th, 1853, consisting of 22 members—8 males and 14 females. Of these 37 graduates, 25 are known to have become teachers.

As might be expected from the contemplated opening of a new Normal School, from the changes which have occurred in

the Bridgewater School during the year, but particularly from want of sufficient advertisement of the change of school terms, and of the time of examination, the number of pupils now present in the school is not so large as usual. The whole number of pupils is 51, divided as follows: —

Graduating class, 14; males 4, average age, 21.5 years; females 10, average age, 19.4 years.

Middle class, 31; males 16, average age, 19.75 years; females 15, average age, 18.5 years.

Entering class, 5; males 2, average age, 19.5 years; females 3, average age, 17 years.

Ex-Normal, 1 female.

Total, 51 — males, 22; females, 29.

EDWARD OTHEMAN, }
ALEX. H. VINTON, } *Visitors.*

Boston, December 14, 1853.

Report of the Visitors of the State Normal School at West Newton.

During the past year, in April, Miss R. M. Pennell, who had been nearly four years an assistant teacher in this school, and had been previously a teacher in the State Normal School at Westfield, resigned her place, that she might engage in similar pursuits in a new field of labor. By Miss Pennell's departure the school sustained a severe loss. She united in a remarkable degree the moral and intellectual qualities most desirable in a teacher; and wherever she was, in the service of the State, exercised a refining and elevating influence upon the character of the pupils. Her place was temporarily supplied by two of the pupils, Miss Fanny A. Parsons, of Boston, and Miss Mary L. Hall, of Nashville, Tennessee. In September, Miss Abby C. Gardner, of Warren, R. I., was appointed to the place. Miss Bridge resigned her place as assistant teacher at the close of last term, November 30. Her place is not yet filled.

The statistics of this school, for the year past, are as follows: —

The whole number of pupils connected with the school, is	98
“ “ “ admitted, — there was only one class admitted this year — is	23
The whole number of graduates, is	28
“ “ dismissed on account of illness, or a want of qualities deemed essential in the manage- ment and instruction of schools, is	16
The average age of the whole school is, (years,)	19½
The number who have had more or less experience in teaching, before becoming pupils here, is	41
The number of towns represented, is	39
“ “ counties “	10

Middlesex County has sent 33 ; Suffolk, 13 ; Worcester, 11 ; Essex, 9 ; Norfolk, 8 ; Barnstable, 5 ; Hampden, 1 ; Plymouth, 1 ; Bristol, 1 ; Hampshire, 1.

Maine, 3 ; New Hampshire, 5 ; Vermont, 2 ; Rhode Island, 1 ; Connecticut, 1 ; New Jersey, 1 ; Tennessee, 1 ; Ireland, 1.

We believe this is what every Normal School should be, a professional school, in the true sense of the word. The best influence is constantly exerted by the Principal and his assistants, upon the character of the pupils as individuals, and especially as responsible teachers. Excellent instruction is given ; the most approved modes of teaching are exemplified in the daily exercises of the school ; and, what is even better, by the self-denying devotion of the teachers, models are presented of what a teacher should be, in faithful daily preparation, in zeal and enlightened skill in teaching, and in kind and affectionate sympathy, combined with high and severe requirements from the pupils.

For the Visitors,

GEO. B. EMERSON.

Boston, Dec. 16, 1853.

Report of the Visitors of the State Normal School at Westfield.

The female assistant in this school, Miss Jane E. Avery, died November 1, having been unable to perform any service for six months previous to her decease. She had been connected with the school, either as a pupil or teacher, most of the time for nine years. Her place is supplied by Miss Melissa A. Woodbury, of Charlton, who had been a pupil in the school.

Mr. J. W. Dickinson, who was the male assistant at the last annual meeting, still continues, and is engaged for the ensuing year.

The number of students that entered the school the last year was 63, and the number that finished the time required, was 63. The number of students during the year has been as follows: —

Winter Term, ...	51
Summer “	60
Fall “	72

The number who received aid from the money appropriated by the last Legislature for those at a distance, and who found it difficult to meet their expenses, was nine, and the sum paid them was \$135.

Hereafter, those who receive aid are required to attend the school three consecutive terms; hitherto they have been permitted to teach after attending two terms, and attend the third as soon as they were able to meet the expense.

It is found necessary to keep those who attend this school, in consequence of the defectiveness of their early education, most of the time upon those branches that are taught in the District Schools. Most of them study Algebra, a few Geometry, Intellectual Philosophy, and Latin. Considerable attention is given to Drawing and Music.

The Principal, daily, at nearly every recitation, throws out hints upon the modes of teaching, or upon some topic relative to the management of a school. Part of the time on Saturday is occupied by some of the pupils in instructing their fellow students in an elementary lesson, and the manner of doing which is then criticised by the school and the Principal. Lessons are

sometimes recited from Page's Theory and Practice of Teaching. During the second and third terms the pupils teach more or less in the Model School.

Many of the pupils attend the school longer than they are required to do, and very few fail of staying the full time.

It is believed that nearly all teach more or less, and a large proportion of them with good success.

The building needs painting, the yard needs to be filled with trees, but more than all, the house ought to be heated by a furnace. We have no means to defray the expense of these improvements.

E. DAVIS.

M. HOPKINS.

Boston, Dec. 16, 1853.

Building Committee's Report.

The Committee appointed by the Board of Education to erect a School-house in the town of Framingham, for the accommodation of the Normal School heretofore established in West Newton, submit their Report.

By resolves of the Legislature, passed on the tenth of April, A. D. 1852, the sum of six thousand dollars was appropriated to defray the expenses of providing a more commodious site and building, and the necessary appurtenances and apparatus for the accommodation of the Normal School established at West Newton, to be expended for that purpose, under the direction of the Board of Education, which was authorized to purchase and receive grants of land in the name of the Commonwealth, and in suitable quantity for the site of said building, and the accommodation of said school, and was directed, before selecting the site, to receive propositions from towns or individuals, in aid of the object of the resolves, and afterwards to make such selection as would, in their opinion, best subserve the interests, and accommodate the wants of the school.

Following the directions given in the resolves, the Board

selected a site in the town of Framingham, several of the citizens of that town having offered to the Board an eligible lot, and the town itself the sum of two thousand five hundred dollars towards the erection of the building, both upon the condition that the school should be established there ; the Boston and Worcester Railroad Company having also contributed the further sum of two thousand dollars for the same object.

This committee was appointed by the Board for the erection of the school-house upon the site selected, with authority to procure plans, make contracts, and to do all things necessary to accomplish the object. They were instructed before they proceeded to make any contracts for the erection of the building, "to obtain a satisfactory title for the Commonwealth, to the land proposed to be given for the purpose by the people of Framingham, and also to require to be secured to their satisfaction, the sum of four thousand five hundred dollars proposed to be given in aid of the erection of the building."

The committee procured for the Commonwealth a satisfactory title to the site which had been offered, upon condition that a school-house for the accommodation of one of the State Normal Schools should be erected upon it within eighteen months from the date of the deeds, which was the thirteenth of December, A. D. 1852. They also received from the town of Framingham, in a deposit to their credit in the Framingham Bank, on the fourth day of January, A. D. 1853, the sum of two thousand five hundred dollars, contributed by the town, and an authority from the Boston and Worcester Railroad Company to draw on their treasurer for the sum of two thousand dollars, whenever it should be needed for the construction of the building.

The lot contains four and three-quarters acres of land, situated a few rods south of the central village of the town, on the southwestern slope of a hill of gentle declivity, protected on the north by a grove of forest trees, and commanding a view of the surrounding country, of wide extent and great beauty. The neighboring village is retired and quiet, containing three churches of different denominations, and a sufficient number of inhabitants to afford homes for the pupils, while the character of the people, owing to the absence of large manufacturing establishments, to the predominance of moral pursuits, and the residence in the neighbor-

hood of many gentlemen who have either retired from business, or pursue it in the city, at a distance from their dwellings, is calculated to exercise a favorable influence upon the young ladies who will compose the school.

Having offered a premium of one hundred dollars for the best plan and drawings of a school-house of the required character, to be built of brick, the committee accepted those offered by Alexander R. Esty, Esq., architect, of Boston, and having advertised for proposals for erecting the building, they found the terms of all the competitors so much higher than their means would allow them to accept, that they abandoned the project of a brick building, and determined to substitute one of wood, of the same general plan of construction, a perspective drawing of which, with plans of the interior arrangement, accompanies this Report. The building is in the Norman style of architecture, sixty feet square, two stories high, with an entrance arcade of the same height thirty-two feet in length and fourteen in width. The first story is finished ten feet six inches in height, containing entrance halls and stair-cases, a commodious lecture-room, which can also be used as a recitation-room, an apparatus-room adjoining the latter, a large recitation-room, a dressing-room, with rooms adjoining, containing water-closets and other conveniences. The second, or principal story, is finished seventeen feet high, and is reached by two wide stair-cases, with two entrances to the school-room, which measures fifty-seven feet by thirty-six feet six inches, and has accommodations for one hundred and twenty pupils, which may be extended to one hundred and fifty, with a recitation-room, a library, and the Principal's room adjoining. The three last mentioned rooms are finished eight feet six inches in height, and over them is a large recitation-room, and a room for the water cistern and storage. The entire interior of the two stories is heated by furnaces in the cellar, and ventilated in a manner which it is believed will ensure a circulation of pure air at all times.

The contract for the erection of the building was entered into with Messrs. Lamb & Foster, experienced builders of the city of Worcester, for the sum of ten thousand dollars. This being the lowest terms offered, yet not including the finishing of the recitation-room last above mentioned, and the storage-room, which it

was proposed to leave unfinished, nor the furnaces, the water apparatus and water-closets, the window-blinds, the furniture, the fences, nor the grading and earth work upon the lot. These were the most favorable terms to be obtained, though there was considerable competition for the contract, and your committee, in consideration of the impossibility of completing the whole work without a very considerable outlay beyond the means at their disposal, would have abandoned the attempt, and recommended to the Board a suspension of proceedings, and an application to the Legislature for a further appropriation, were it not that a delay would thereby have been occasioned which would materially have increased the expense, large as it already was, the season for making such contracts, to be completed within the year, and for procuring the necessary materials, being already far advanced. Moreover, by accepting the proposition of the town of Framingham, and receiving its contribution, which it had already raised and placed in the hands of the committee, there seemed to be an obligation to proceed, in the fulfilment of its expectation of a speedy accomplishment of the undertaking. Under these circumstances the committee determined to proceed, and to recommend to the Board an application to the Legislature at its next session, for an appropriation to cover the extra expenditure which they should find it necessary to incur.

By the terms of the contract, the builders engaged to complete the house on or before the tenth of November last. It was ready for occupation, though not entirely completed, on the fourteenth of December instant, when the school was removed to it, that being the commencement of its winter term.

The amount at the disposal of the committee for the erection of the building, is as follows : —

The appropriation by the Legislature, ...	\$6,000.00
Contribution of the town of Framingham, ...	2,500.00
Contribution of the Boston and Worcester Railroad Company, ...	2,000.00
Received for sale of old furniture, &c., at the West Newton School-house, ...	250.00
Total, ...	<u>\$10,750.00</u>

The amount of expenditure incurred, or necessary to be incurred, is as follows : —

Messrs. Lamb & Foster's contract, . . .	\$10,000.00	
Messrs. Lamb & Foster, extra work, including finishing two rooms not included in contract, estimated at . . .	1,000.00	
A. R. Esty, Architect, ...	700.00	
Plumber's bills for work on water-closets, cistern pipes, &c., ...	700.00	
Wood, iron, and tin work, on water apparatus, ...	152.51	
Bills for grading on lot, drains, &c., ...	506.94	
Bill for furnaces, &c., ...	574.00	
Furniture for school-room, library, master's-room, apparatus-room, recitation-rooms, &c., ...	1,025.00	
Additional furniture, to be procured, estimated at	200.00	
Blinds for windows, ...	160.00	
Fences around lot, additional grading, &c., estimated at	500.00	
Incidentals, ...	231.55	
		15,750.00
		\$5,000.00

Making an excess of expenditure over means of \$5,000. This excess has been occasioned, in a great measure, by the increase of the price of building materials and labor, which, in the opinion of the architect and contractors, is upon an average, twenty per cent. higher than in April, 1852, when the appropriation was made. The remainder of the excess is to be accounted for by the style and manner in which the work has been done, the convenience of its arrangements, and the necessary outlay for furniture. It seemed proper that the house should possess some degree of architectural beauty, and that it should be thoroughly built of good materials. It was necessary, in order to accomplish the object of its erection, that it should have a large and commodious school-room, recitation-rooms in sufficient number, and

properly arranged, a convenient lecture-room and apparatus-room, a library, a master's private-room, pupil's dressing-room, &c.; that it should have a heating apparatus of sufficient capacity to warm the whole house; that it should have water apparatus and water-closets within doors, the school being exclusively for females; that it should be well ventilated; that all the rooms should be appropriately furnished, and that the furniture, especially that of the school-room, should be of the most approved form, and made of the best materials, in a manner which should preclude the necessity of frequent repairs or renewals. It is quite evident that all this could not be accomplished without considerable expense; and it was found impossible to do it without exceeding the means in the hands of the committee. This the committee have taken the responsibility of doing, in the manner and to the extent above stated, trusting that their reasons for doing so will meet the approval both of the Board and of the Legislature.

Your committee close this report with the expression of their belief, founded upon frequent personal inspection during its construction, that the house will be found to be thoroughly built, commodious, well arranged, and well adapted to answer the purpose for which it was designed.

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ADDRESS BY MR. EMERSON,

A MEMBER OF THE BOARD OF EDUCATION,

DELIVERED AT FRAMINGHAM, DECEMBER 15, 1853.

We have come together for the purpose of dedicating this house to the work of preparing teachers for the Common Schools of Massachusetts. In doing this, we trust we are devoting it to the service of God and man, and the advancement of truth.

We come here under auspicious circumstances. We asked of the Legislature the means of building a new house for this Normal School. They made us a grant in the liberal spirit they have always exhibited in whatever relates to Education. They wisely, we think, annexed to the grant the provision that the Board of Education should not begin to build till they had ascertained what town in this section of the Commonwealth would value most highly the privilege of having a Normal School within its limits. A noble emulation was excited among the towns. Twenty different lots were offered in seven different towns. The committee of the Board examined all these lots, and visited, again and again, the towns that offered them. They saw with admiration the public spirit exhibited by the inhabitants of the towns. Especially are they bound to mention with honor the offers made by the people of the town of Lexington, — worthy of their old patriotic reputation, and particularly gratifying as showing how highly they appreciated an advantage they had once enjoyed; as, it will be remembered, the Normal School was first opened in Lexington. From among these offers, the Board selected the spot where we are now assembled. The people of Framingham offered nearly five acres on this gentle



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declivity, looking westward upon this beautiful valley, protected on the east by the hill itself, and on the north by the fine old forest through which you have just passed, but open to receive all the pleasant winds of summer. The land is moist, so that the lawn before our house will be likely to be always green, and it is, in the opinion of the planters of Framingham, singularly well fitted for such cultivation as may be desirable, and for the growth of every kind of forest tree and native shrub. If you ask for evidence of the value of this opinion, look at the Common in the centre of the town, and the roads leading thereto, and the well-selected trees luxuriantly growing there. Look at the old forests, which the good taste of the men of this generation and of their fathers has spared, in the immediate vicinity of this centre. We are at the distance of a short walk from the habitations of the people, whose houses, they promise us, will be open as homes to the pupils of this school. We are near schools of several grades, between which and this school the people of the town are willing there should be established the most intimate relations. We are near the places of worship of several sects of Christians, giving a liberty of choice presented by very few country towns. We are secluded, in the midst of a sober agricultural population, and yet within easy access, from other parts, by one of the great thoroughfares connecting the commercial metropolis and the heart of the State, and not far from the centre of population and territory of the Commonwealth. Indeed, the territorial centre of the State is within a few rods of the place where we stand.

In addition to this commanding situation, the people of Framingham have given us a liberal sum of money towards building a house. Hence we have this large and commodious building, and these pleasant prospects.

The Normal School in Massachusetts had its origin in a conviction distinctly uttered by a few, but felt, if not articulately expressed, by thousands, that the Common Schools, everywhere established, did very little, in comparison with what they were capable of doing, towards educating the children of the State. What might be done was known from what was actually done in some private and a few public schools.

In many of the Common Schools, reading and spelling, writing and arithmetic, were the only things taught. In others, grammar and geography had been introduced. Thousands left these schools, after having spent in them three or four, or even eight or nine months, every year for ten years, without being able to read so that one would be willing to listen, or to write a page of common sense upon common matters without mistakes in spelling and grammar; or to keep correctly the accounts of a farm or a family; or to give any idea of the climate or productions of different regions, of the character and employment of different nations, or any thing else which affects largely the commerce of the world or the condition of its inhabitants; and that, after having devoted all this time to reading, spelling, writing, ciphering, grammar and geography;—they had learnt very little of these; they had attempted nothing else.

And how much might have been done, in these years, with tolerable instruction?

It was not an uncommon thing to find young men and young ladies, who, leaving school at the age of sixteen or seventeen, had learnt one or two ancient languages so as to read some of the great authors in the world's literature with facility and intelligence; had learnt to read and speak their own beautifully, and to write it correctly; who had found time to acquire something of the elements of arithmetic and geometry; and something of natural philosophy and the great principles of natural history; who had read some volumes of valuable history, and a good deal of the best prose and poetry; and this often in the midst of a life of luxury, of circumstances in reality most unpropitious to the attainments of scholarship.* If so much was done in a few schools, in the midst of the distractions and luxury of a city, might not, it was asked, far more be done in the quiet and retirement, and leisure, and pure air, and amidst the healthy sports and labors of the country? Why was there not? Why were not schools of the latter class the rule, and not the exception?

* At the time referred to, the Public Latin School, in Boston, under B. A. Gould, Esq., was giving to large numbers annually, better instruction than is here described. It is difficult to estimate the value of the influence exerted by this excellent School. The high tone of scholarship, the thoroughness and accuracy insisted upon, and, above all, the gentlemanly bearing of the boys, were things to be admired and imitated, and not soon to lose their wide-spreading effects.

Was there any other reason than the fact that there were no competent teachers to be found ?

In all parts of the State there were Academies, sometimes established by public spirited individuals, sometimes endowed by the State, intended to furnish a higher course to those who had been through the Common Schools, and could afford time for the pursuit of advanced studies. These were often taught by well-educated and gifted teachers. It is not an extravagant statement to make, that these Academies, with a few illustrious exceptions, even when under the charge of faithful and able teachers, signally failed of accomplishing what was expected of them. The reason was but too obvious. The pupils were not prepared for the courses they were expected to enter upon. They could not read nor write well enough, nor understand arithmetic nor grammar sufficiently ; they did not know how to observe, reason, think, or apply themselves ; they did not understand enough to go on to the higher studies before them. The preceptors were obliged to humble their high expectations and fritter away their time with teaching the elements, which they had trusted to find already taught at the preparatory schools.

Such was the experience, not of one or two, but of scores of Academies.

Of the Colleges it hardly becomes me to speak. There are gentlemen here who know far better than I do, how far the success of those institutions depended and still depends upon the condition of the Common Schools ; how much time is necessarily lost in making up for the defects of the preparatory schools. It is, however, safe to say, that from the inadequacy of the Common Schools, and thence, of necessity, of the higher Schools and Academies, the Colleges had fallen short of the high purposes of their original institution. They were intended, not to teach, to construe Latin, and to cipher, or to lay the ground-work in other elements,—but to take young men sufficiently well-instructed in language to understand lectures given in Latin, and to give a high and generous education, in departments too difficult for the Common Schools or Academies, and requiring a severer mental discipline and more maturity ;—in Physics, Logic, and Metaphysics ; in Moral Philosophy and History ; and, — in the changes of the times and the advancement of society and science, — in the

additional studies of Natural History, the Modern Languages, Political Economy and Geology.

What a vast saving of time, was it said, what advancement and elevation of study would it give place for in the Colleges, if our Common Schools were such, throughout the State, as to teach well the elements required of them, and the higher Schools and Academies were competent to give sufficient instruction in the ancient languages, and even the modern, at the age at which languages are most readily learnt! What a poor business was it for a learned professor to be spending his time in teaching the minutæ of syntax and prosody, when he should have been and would gladly have been giving himself to the philosophy of the Greek and Roman classics, to the arts and history of antiquity,—to the highest departments of science!

And if, from the inadequacy of the lower Schools, the purposes of the Colleges must of necessity have been somewhat come short of, what inconvenience must have been felt at the professional and other special schools! In the Theological Schools how dreary must have been the feeling of the accomplished professor who found himself obliged to devote a large portion of his time to the schoolmaster's work of teaching his pupils to translate the original of the New Testament, when the whole time would be too little to breathe into their souls the divine truths of that original! How mournful must have been the prospect of classes toiling with grammar and lexicon, or exhausting their energies upon the elements of moral philosophy, or metaphysics, or logic, when they ought to be giving their undivided time to the truths of the Gospel, or the making of sermons, or preparation for the duties of the parish! Or how terrible the alternative of passing over these preliminary studies of logic, rhetoric, ethics, and metaphysics, as if already mastered, and pretending to build upon a foundation which he knew had never been laid!

With what a mortified zeal must the eloquent professor of anatomy have discoursed upon the wondrous structure of the human skeleton to men whom he knew to be ignorant of mechanics; or upon the structure and functions of muscle to those who knew nothing of physiology or chemistry!

What an awkward figure to himself must the poor student of

law have made, who was obliged to lose the pith of an argument— in Coke or Blackstone, by skipping a Latin quotation which he could not read, or postpone the comprehension till he could find it out by the help of a dictionary or a friend.

Whoever labored to elevate the standard in any of the Colleges or professional schools must have found his efforts annually discouraged by the insufficient preparation of those who came in from the lower schools. What other way was there of elevating them to the satisfactory accomplishment of all the objects for which they were instituted, than that of raising the lower schools to the place they ought to hold? In what other way were they to be raised, than by elevating the character of the teacher of the Common Schools?

Such was the conviction, not universal, but very general; — not proclaimed, but felt, — of the absolute dependence of the higher institutions on the lower. The standard of attainment in the professional schools, and the standard of scholarship in the Colleges, were kept down by the deficiencies of the Academies and High Schools; — the efficiency of the Academies and High Schools was tramped by the poverty of the Common Schools.

This want was first loudly expressed by men who had been teachers in the Common Schools.

By them an appeal was made to the Legislature. Year after year they called. At last they were heard. A law was passed establishing a Board of Education. One of the first acts of that Board — presided over by Edward Everett, and at whose councils were heard the voices of James G. Carter, of George Putnam, of Jared Sparks, of Edmund Dwight, and others — was a recommendation to establish a school for the education of teachers. In their first Annual Report they say: "It cannot be that the arduous and manifold duties of the instructor of youth, should be as well performed without as with a specific preparation for them."

The first Normal School in Massachusetts was opened at Lexington, in July, 1839, by the Board, with means granted by the Legislature, aided and urged by the munificence of an individual whose name will be always fresh in our memory.

It has now been in successful operation fourteen years. Are all the evils which led to its establishment removed? Do the Com-

mon Schools give their pupils as good an education as they have a right to expect? Do the Colleges find no necessity of performing any part of the schoolmaster's work? Do the professional schools find a broad foundation for their courses thoroughly laid?

The time has been, when the idea of the necessity or desirableness of educating teachers for their work by a special preparation, was rarely entertained. There are those, even now, who think that any person of common sense, who has learned, is capable of teaching. Many have thought, and some still think, that the work of teaching is so low and poor a business, that any ignorant girl, or any man who has not sense enough for any other occupation, is competent to this. There are those even now, who think that to teach history, or astronomy, or moral philosophy, or metaphysics even, is so simple and easy a matter, that any one who has read a book, or, perhaps, not read it, who will go into a room with a class, and look into the book and ask a question, and then look into the book to see whether the question is answered rightly, is capable of teaching. They call such a process, teaching!

There are, on the other hand, a few, who think that there is a science of education, resting upon principles as large, as important, and as well established as those that belong to any other science; and that there is an art of teaching, as essential as any of the mechanic arts; as noble as any of the fine arts; an art, skill in which requires as really a specific apprenticeship, as the art of making saddles or ploughshares, of laying walls, of mixing colors, or of sculpturing marble. There are even those, who think with Sir William Hamilton, that "instruction is the most important and the most difficult of arts."

It is true there are excellent teachers—self-prepared—who never received instruction in the art. But, usually, there is no historian to record the tribulations they passed through in the early days of their labor, or the sufferings and losses of the children, experiments upon whom constituted an important part of what is called their self-preparation. Is there not the same evidence of the uselessness of preparation in the other arts, even the highest? The "Genevra" of Powers, the first production of his chisel, is as beautifully conceived, as gracefully shaped, as exquisitely fin-

ished, judged by the common eye, as the "Greek Slave," or the "Eve." Is therefore the sculptor to receive no education in his art? I may be influenced, I know not how far, by the fact that I have spent my life in teaching, with the ever present feeling, that my work would have been done incomparably more easily and pleasantly to myself, and with immeasurably more advantage to my pupils, if I had been able to make the same deliberate and thorough preparation for it, which the lawyer, the physician, and the theologian make for theirs. From whatever cause, I am among those who think that there is a science, and that there is an art of teaching; both in their infancy, but both destined to take rank among the highest sciences, and the most useful and necessary arts.

One great object of education is to draw out and discipline the faculties, each in its place. The teacher must, therefore, know what are the mental faculties, which of them are susceptible of cultivation, and what is the natural order in which they and the moral perceptions are unfolded.

He ought to know, at least, he ought to study, the best discipline for each faculty, so that it may be cultivated to the highest degree consistent at once with its own healthy advancement, and the best growth of the other faculties.

He must study how to use the sciences and letters as instruments for the discipline of the mind; how to create, at the same time, an appetite for knowledge, and a strong desire for improvement.

He must study what is essential to the highest health and best growth of the body, as well as of the mind, lest, in educating the one, harm should be done to the other.

He ought to know what motives are to be addressed, in forming habits of study, and training the powers to the greatest energy and intensity of action, and the best modes of awakening and elevating the moral faculties, so that the attainments made by the mind, instead of being made at the expense of the higher nature, shall be in subserviency to its best condition and advancement.

Another object of education is, at the same time that the faculties are fully and duly exercised, to furnish the mind with stores of useful knowledge, which shall fit it for the wants and services

of life. The teacher ought, therefore, to make a survey of the natural and physical sciences, and to consider and determine what in each is most *essential* to be known, and what is next most *worthy* of being known; what is most indispensable, and what, if learnt, will add most to the resources for usefulness and happiness of the learner. But all the sciences, especially those of natural history, physics, and applied mathematics, are continually and rapidly advancing; the teacher ought, therefore, to watch the progress of each science, and to judge what new discoveries in each are to be learnt, and what may be passed over.

He is also to consider the sciences in reference to each other, and to determine the order in which the principles and truths should be severally studied, so that each shall help the others.

He ought to be able to take a similar practical view, — founded on thorough knowledge, — of language, so as to understand how best are to be presented the facts of language, and the principles of grammar, of logic, and of rhetoric; and, if possible, similar views of history, and of the political and ethical sciences.

Is not this science? And is there any one of these departments of human thought that it does not belong to the teacher to consider? If not to the teacher, to whom does it belong to draw from these sources the materials to be worked up in the education of children? Is he to look to the book-makers? *

A third and higher object is so to educate the individual as to make the most of him as a man; not only as an animal, with physical powers to be trained and strengthened by appropriate bodily exercise, according to the laws of health and life; not only as an intelligent being, observing, thinking, imagining, reasoning; but as a social being, full of affections, to be a son, a husband, a father, to bless a home; as a citizen, with high relations and extended duties; as a spiritual being, a child of God, accountable, entering, through a state of probation, upon an endless existence.

But, it may be answered, these views of the office and studies of a teacher are suited to a state in which the Common Schools

* This is precisely what teachers, in most schools, have hitherto been obliged to do. They have been compelled to measure their teaching by the text-books furnished by the press. If these have been bad, their only alternatives have been poor teaching, on the one hand, and, on the other, mastering the subject so as to be independent of the text-books.

are a part of a University, the Directors of which have under their control the whole course of instruction from the earliest Schools to the highest Colleges. Such men ought to be able to take such views.

Is it not equally important, in a State like this, in which improvements in the Common Schools are to be made by the teachers of those schools, and to be suggested by the education those teachers get in the Normal Schools, from their Normal teachers, that such views as these should be taken by those teachers?

The improvements which the Common Schools need are to be suggested by somebody, and made by somebody. Is not this the place in which they should be suggested? Are not the teachers sent from this school the persons to make them?

All the subjects of human thought, when pursued far enough, are found to rest upon general laws. These become apparent and clear just in proportion as they are investigated.

Every subject, when first looked upon, seems chaotic—an ocean covered with clouds, tossing with waves, driven by the winds, rolling in currents and eddies. More attentively considered, it forms itself into principles,—leading truths are seen rising from it. It becomes connected with other subjects by clear and perceived connections. More profoundly investigated, its truths arrange themselves in laws, standing out clearly to the light. The observer has placed himself on an eminence; he commands them all at a glance, sees all their relations, mutual bearings, and applications, and sees which he shall first seek to present, and in what order all may be communicated most naturally and strikingly to the learner.

Such views may sometimes seem to present themselves to the mind instantaneously. But they are revealed to him only who has sent messengers into the land to survey the land, who has purified his mental vision by dwelling days and nights in the mountain of meditation, and has slowly and laboriously climbed to the Pisgah top which commands the view.

Such views must be taken by him who is to be a teacher; and they require, in every case, time and study.

These mature views ought, if possible, to be taken by the teachers who are to have charge of children when their school

education begins. For children, in their earliest steps, are hourly taking lessons in natural philosophy and natural history — in the influence of the great agents of nature upon their bodies, and upon every thing that meets their senses. These are teachers which God has appointed, and the earlier and more familiarly they are made acquainted with them, the better and happier for the learners.

In the natural sciences, in history, in philosophy, and in literature, there is so much to learn, and so much might be taught at school, where so little is usually taught, that whatever will elevate the teacher, improve his methods, enable him to teach more, and to bring his pupils to learn more easily, deserves the earnest consideration of every lover of his species. We can hardly conceive of any thing more worthy of thought.

If a complete comprehension of these studies cannot be given to the teachers of the Common Schools, at least so much *must* be given, as shall enable them to deal with the minds and characters committed to their charge, and to discover and minister the food essential to their healthy growth, at the same time that they are teaching them to read and write.

The teachers of the Common Schools are to be the only teachers of multitudes. How does the character of the future depend upon them! The great majority of the children of the Commonwealth are to have no school education, except what they get from the Common Schools. Thousands are to receive there all the mental discipline, all the moral influences, all the supplies of knowledge, which they are to receive at all, in the forming periods of their lives. A teacher who has rich stores of knowledge to draw from, will be able to sow many a seed which shall grow up afterwards into precious fruits in purpose, character, and action. The more richly endowed is the elementary teacher, the more for the furtherance of all good, and the repression of all evil, will he be able to effect.

The careful preparation of the teachers of the schools for the youngest children, is far more important than of teachers for the higher schools, and it is more immediately important.

The first step is the important step, in education as in every thing else. If the Primary Schools could be put right, all the

higher schools would become so, almost of course. The best teachers of the Primary Schools would be the best prepared for places in the Grammar or District Schools, and the best teachers in the District Schools would be among the best candidates for the place of teacher in the High Schools, whenever their education was extensive and elevated enough to allow of the transfer.

The first and earliest studies, the earliest habits, the earliest impressions, the earliest moral movements, are most important, most formative and influential, and ought to be directed by the best intelligence, and the purest and highest character.

There are many things, of great value, which must be learnt early to be learnt well at all.

Such are the processes of mental arithmetic. They are most easily, in proportion as they are most early learnt ; and to most persons they become more difficult with every year. They might, doubtless, be made, to all persons, if begun early enough, so familiar that all the processes of arithmetic necessary for the common transactions of life, might be always not only mental, but so rapid as to occupy scarcely any appreciable time.

Such, to most persons, is language. Begun early, it is, to all persons, easy ; as every one who has mind, is capable of learning his own language, and would be equally capable of learning any other, if it were begun at that period which He who planted the ear and created the tongue, has assigned for the process. Such, to all persons, in a considerable degree, is the art of reading. All the organs of voice are more pliable and docile in the earliest years, than ever after ; and whoever has seen the effect of good teaching upon children, will admit that all the children, in all the schools, might, under proper instruction, be made better readers, so far as distinctness of utterance and correctness of pronunciation go, at nine years of age, than they are now made at eighteen.

Such, in a great degree, is the power of drawing, and whatever else call into exercise the imitative faculties. Such, with most persons, is music. Such, in every department and line of study, is the habit of thought. If children are not early led to observe, reason, think, and form opinions, for themselves, most of them will never do it. Rousseau, as quoted by Sir William

Hamilton, truly says: "Failing to form the habit of thinking in early life, deprives one of the power ever after." *

Whoever thinks that there is no art of instruction, and therefore no apprenticeship necessary, must think that a person who has once been instructed, in a good school or a poor school, will be able, when it is necessary for him to teach, to go at once into his school and arrange all the classes, the order and succession of the lessons, and the length of each, determine upon the principles and mode of discipline, and do all else necessary for the proper organization of a school, as readily, as rapidly, and as well, without previous thought, as the teacher will who shall have beforehand fully considered and studied out all these points under the guidance of a skilful and experienced master. He must think that an individual who has once learned arithmetic, well or ill, will be able, without previous study, to teach every thing about arithmetic, mental and written, as well, as rapidly, and as effectually, as one who has so completely mastered the science that he is independent of any text-book, and has so commanding a view of all its parts, and of all the processes of teaching them, that all occurs to him instantly.

He must think that if one has once learnt to read, he will, — of course, if he can teach any thing he can teach that, — without previous study, teach the art of reading; give all the sounds of the language, all the modulations of the voice, the proper expression of all the feelings, and the tones fitted to all thoughts, as readily and as skilfully, as one who has made each of these a specific study; so that he will be able, in a few weeks, to convert a class of awkward, blundering, stammering, drawling clowns, into a class of readers, who shall read with a clear, distinct, and deliberate utterance, and a true and just intonation, and in a style so simple, natural, and unaffected, that every one who hears them will feel as if he might and should have read just so himself.

He must think, that whoever has once learnt geography, will be able, following his text-book faithfully, — the text-book being one of those excellent compilations made expressly to sell, and so good, that the disinterested publishers would rather give a school copies enough to furnish all the classes, than that it should

* L'habitude de penser dans la jeunesse a ôté la faculté, pendant le reste de la vie.

use any other, all others being worthless and contemptible, — following faithfully one of these text-books, be able to teach all the great principles and leading facts of this comprehensive science, as thoroughly, and by as wise a method, as Guyot himself could do, if he would take a class in one of our Common Schools.

He must be prepared to maintain, that any one who has ever considered a subject, however cursorily, in a school, with whatever guidance, is as well prepared to present that subject to the mind of the learner, as he who had made a careful and continued study of the subject, with the advantage of having different views presented by other minds in pursuit of the same truth, and all of them sifted and tested by the discriminating scrutiny of an experienced and well-informed instructor.

It is one thing to know what to teach, and another and very different thing to know how to teach it. The first is doubtless an essential preliminary. Most teachers at all times, and all teachers sometimes, are not in a condition to study *how* to impart. They are not sufficiently familiar with the truths they would communicate, and are obliged to be thinking exclusively of them, rather than giving their attention to the mind of the learner while in the attitude of receiving. There must be far more thoroughness in their own preparation before they can successfully begin this higher part of their work. Is not the knowledge *how* to impart, of sufficient importance to have some prominence assigned it in the training of a teacher?

The precise object of this school, then, is to qualify young persons to teach in the Common Schools. It is not the object which higher institutions may have in view — to make as much as possible of the mind and character of the individual, and to make use of language, literature, mathematics, physics, philosophy, and the other studies, as they are best suited to develop, exercise and mature all the faculties, — it is simply to qualify the pupils of this school to teach, as well as they can be made to teach, all the branches pursued in the Common Schools, and, while doing this, to give the highest training which they are capable of receiving, best to fit them for the offices they are to perform, that is: —

1. The object should be to let them make the best special

preparation for the work they have to do ; and, at the same time, 2. To give the greatest possible activity of mind, the most complete possession and use of the faculties, in the ways in which they are to be called to use them.

The things to be provided for, are :

1. The ordering and regulation of a school, succession of studies, division into classes, length of lessons, &c. 2. Its discipline and government ; how to secure obedience, punctuality, cheerfulness and good temper ; how to awaken to attention, stimulate to activity, and to form habits of diligent and persevering study : 3. Its instruction in reading and spelling, writing and drawing, geography, grammar and language, and whatever else can be properly and naturally introduced into these lessons ; and 4. To give, at the same time, the best and wholesomest discipline that the school allows, to the physical and moral nature of the pupil.

The modes in which the faculties are to be used most important to a teacher, are : —

1. In getting most readily complete possession of the lessons or subjects to be taught ; 2. In expression, the power of giving to the child by uttered words, by pictured illustrations, and by the use of objects, knowledge as to the lessons taught ; 3. In the power of looking into the child's mind, sympathizing with its feelings, discovering its wants, fears, ignorance, as well as its capacity and will, and how they are to be reached and controlled.

Nearly all these points have received, and do constantly, or from time to time, receive attention in this school. The regulation of a school, and its discipline and government, are made the subjects of study and of free conversation and discussion.

The ways in which the instruction is given and the lessons learnt, tend, in most cases, to give great activity of mind, self-possession, collectedness, and ready use of the truths reached, and of the faculties employed in reaching them.

One mode of instruction constantly used, is the obvious and common one of daily examination by the teachers in the prepared lessons of the day, — what we, with questionable propriety, call a recitation. Nothing operates more certainly to form habits of diligent and thoughtful study. Its objects should be, 1st. To

verify the faithfulness of the learner ; 2d. To find out how far he comprehends the text-book ; 3d. To induce the habit of studying thoughtfully, instead of mechanically — that is, of carrying the subject into its relations and applications. Well conducted, it produces thoroughness, clearness and readiness in the pupil, and exercises him continually in the power of expression.

It is not an easy thing to conduct a recitation well. It can be properly done only by a person perfectly familiar with the lesson. Prepared questions wholly pervert its character. Allowing answers to be given in the words of the text-book, prevents its being of any use as an exercise in language, and may cheat the examiner into a false conclusion as to the lesson's being understood. Too many questions may prevent the learner from forming the habit of giving a clear, continuous, connected account of a series of arguments or a number of associated facts ; too few may lead to the omission of important particulars. The examination should be occasionally varied, by requiring the learner to give definite answers in writing, or without questions, to write out a full account of all he can remember. It should be preceded by a full explanation of all the difficulties suggested by the learner, and accompanied by an explanation of the misapprehensions discovered by the teacher. If there is time, it may be the occasion of additional instruction, often necessary with poor text-books, but of little value unless the teacher has had time carefully to study the subject.

The prospect of a severe and just public examination, conducted by competent persons, at the end of the course, serves as a powerful and healthy stimulus, and creates the necessity of frequent and careful revision. Such an examination shows the life and energy of a school, and is the fairest way of judging of the faithfulness and competency of the teacher. It is obvious that not very much ground can be gone over in this thorough manner. But a single author or a single subject so perfectly mastered, is of more value than ten times the amount of reading, in the careless, cursory, superficial mode usually allowed.

This part of the work of this school, we may confidently say, has been done well. It has usually been done, as it ought always to be done, without book ; teacher and learner having taken pains to know what they have been about.

Valuable instruction has been given, and in a way to be useful both to teacher and learner, in the elements of natural history, in physiology, in natural philosophy, in composition, in the grammar and history of the English language.

The Teaching Lessons, so called, afford an opportunity for investigation and instruction upon an indefinite variety of subjects. An individual is appointed to give instruction upon an assigned or a chosen subject. She makes preparation, as she finds leisure and inclination, and, at the appointed time, appears before the school with a prepared, but, in form, extempore lesson, the rest of the school listening, with a right to criticise, to ask questions, and expect answers.

This method, of great interest as it has been here exhibited, is susceptible of high uses and applications, especially in reforming a neglected but very essential part of education, the art of profitable reading.

This is one of the things which, in Normal Schools and in Colleges, deserves to be looked into, inasmuch as many persons, old and young, who have little or much leisure for reading, read to little purpose from having no method, and no philosophical principle to guide them.

The art of teaching has, in several particulars, made some progress since a Normal School was first established in Massachusetts.

In mental arithmetic, the Pestalozzian method, first introduced by Colburn, has been extended and more extensively applied, and the effects have not ceased to be striking.*

Geometry has for many years been taught in this school in an admirable manner, always surprising to every person not previously familiar with it, especially to those who have seen no other methods than those formerly common in the colleges.†

* The essence of this method is questions so arranged as to lead the learner to discover for himself all the truths of the science. Nothing is explained but the meaning of words. It is applicable to those sciences only, which, like arithmetic and geometry, deal with necessary truths. In many Normal Schools on the continent of Europe, it is extended to geometry. Here it is usually confined to arithmetic.

† The essence of the method adopted is the setting the whole of a class at work at once, and keeping them all busy during recitation, instead of calling them in succession. In geography it is extremely useful, as the whole of a class may be set at once to draw a map upon a black-board, or, if there is not room for all, those who cannot be accommodated may be examined while the rest are drawing the map. This simple device often multiplies the power of the teacher by ten or twenty, according to the extent of black-board on the walls of his room.

These methods have been, to some extent, applied to natural philosophy and drawing. I believe we are indebted for the signal improvement exhibited in geometry, to the late Principal of the Bridgewater Normal School, by whom it was brought from the national institution at West Point.*

There was exhibited, at a recent examination at Bridgewater, a method of teaching which is remarkable, as showing the great advantage of the teacher's being perfectly possessed of his subject, and familiar with every part of it. The leading principles and truths in the science of optics, with their more important applications, and the modes of making them, were communicated, without the use of a text-book, in twenty-one lessons. This method is equally applicable to all the other branches of natural philosophy, and to astronomy and the mathematics. Whoever sees this method applied, recognizes it at once as a true method of instruction, and one of the most valuable ever introduced. I understand that it was brought to Bridgewater from the Rensselaer School in Troy, N. Y.

Great improvements have been made, especially of late, in teaching geography. Higher views of the whole subject have been taken, great general principles have been substituted for innumerable, useless details; the value of map-drawing, already acknowledged, has been still more effectively insisted upon; the intimate connection between geography and history has been pointed out; and, in other ways, a new and stronger interest has been excited.

I wish I could speak with equal emphasis of improved methods of teaching the elements of grammar and language. That decided improvements have not been made at our Normal Schools, in the teaching of language, is not remarkable, when we consider the fact that only our own language has, to any extent, been studied.†

* It is due to the young ladies who have given instruction in this department recently at the school at West Newton, to say, that without having received instruction in this branch from any person from Bridgewater, they found out, for themselves, all that is essential to the most eminently successful application of the method, with many beautiful processes of their own.

† May we not now claim, as an improvement made by ourselves, one of the greatest that has ever been made in the teaching of language, that of the thoroughness which comes from perpetual repetition — an improvement which was first most distinctly recom-

It is often said, and I have no doubt that, on the whole, it is said with truth, that we teach too much mathematics. But, if the objectors could see *how* it is taught, the profound attention necessary to it, and the great activity imparted by it, they would qualify, certainly, their objections.

We are willing to admit that the truths of geometry, except in their technical and scientific application, are, to most persons, of little practical value; and that the processes of algebra, beyond the light they throw upon arithmetic, are of none whatever; and that neither of them is, in itself, valuable as a preparation for human duties and the great subjects of human thought. But the habits of attention, of concentration, of perseverance, of exact method, of meeting and overcoming difficulties, of presence of mind, and of the complete command of what has been learnt, which are strengthened by our modes of teaching these branches, are of the highest value to all.

And it will be remembered that these are the most elementary of all studies, and that they are, perhaps, the only elementary studies which are so easy that a complete knowledge of them can be obtained in the short space of time allowed for our course; and it is certainly very desirable that some one subject should be as perfectly mastered as possible.

If there is any truth in the views which I have presented, as to the importance of furnishing the mind, during its earliest course, with subjects for examination and study, taken from the material world, one of our great wants still is the want of methods of studying objects, and thereby of giving habits of observation and exact knowledge of the properties of things as they exist in the reality of nature, and of the language by which all the properties of objects and their relations are expressed.

The most valuable study for early years is language. The first thing to be secured to a child, is the power of communicating with the outer world and with other minds. This can be

recommended and explained, in a book called the *Ciceronian*, prepared by the present learned Secretary of the Board of Education.

I do not, of course, accuse the Secretary of pretending to introduce the practice of repetition as a discovery. It had long been admitted wherever sound learning had existed; I only claim for him credit for insisting upon a practice so essential to any real thoroughness of scholarship, and so diametrically opposed to the methods generally practised.

effected only by language. All objects in nature, and their properties, can be usefully known only by means of their names. All the thoughts that men have had and now have, — all the accumulated knowledge of the world, — can be known only by means of language, and the larger any one's vocabulary is, the easier his access to all this knowledge.

The names of all objects and their properties, are most easily learnt in very early years; all colors and shapes, all odors, all tastes, all those properties which are discovered by feeling, all sounds, notes of music and voices. Yet the cultivation of the senses has, practically, received little attention; and no systematic means are used of studying and naming the several objects of the senses. From this great defect in early education, the vocabulary of most people is, strange as it may appear, very meagre upon all objects of the senses. And this meagreness of language and of knowledge of external objects, almost necessarily leads to meagreness of language for those classes of intellectual and spiritual subjects, in speaking of which we are obliged to use words borrowed originally from the outer world; that is, nearly all the branches of morals, of esthetics, and of metaphysics. Upon all these subjects, — indeed, upon nearly all the subjects comprehended by literature, — much of the language used is figurative, metaphorical, borrowed from, and secondary application of, the language primarily applied to objects of the senses. Richness and originality in the use of such language must depend upon an early and intimate acquaintance with the objects to which the words were primarily applied. So it is with the language of poetry. The language of poetry is pictures drawn from the visible, audible, tangible, outer world.

Of the means of instruction here suggested, — all those means which give a distinct character to the so-called Real Schools of Germany, — very little notice has hitherto been taken in the schools in this State.

But the greatest want, or deficiency, in our system of teaching, is in the teaching of morality, — ethics, — and the higher philosophy. To be rightly taught, they should be taught after a method similar to that pursued in the teaching of optics, of which I have spoken. Such seems to have been the method of the great masters of antiquity.

It is not surprising that, amidst the overwhelming duties which, up to this time, have borne down our teachers, no one should have found leisure to master the great sciences of ethics and metaphysical philosophy, so as, in addition to his other labors, to teach them, however fundamental he may consider them to the functions of a thoroughly accomplished teacher, in the masterly way in which the common branches are actually taught.

Where is philosophy so taught? Where are the great principles of ethics made practical—the principles of common duties and relations—taught in the same elementary and thorough manner, as all who have attended the examinations at West Newton and Bridgewater have been in the habit of seeing exemplified in the mathematics, and in some departments of the physical sciences?

Yet it ought to be done; and if there is any body of learners for whom, more emphatically than for any others, it should be done, it is that body of learners all of whom are presently to become teachers; all of whom are about to take charge of the formation of the character, the education of the conscience, the fixing the principles, the awakening the highest aspirations, of numberless spiritual creatures, at an age when the affections have not yet been chilled, the conscience has not yet become hardened, the principles and the character are still to be formed? What immeasurable power would be added to the influence of the pulpit, if the training up of the children, in their impressible years, were always within its scope. What a divine work might be done by mothers, if most mothers were not too much engrossed by lower cares, too much deadened by sin and indifference, and too completely disqualified by a poor, low, earthly and sensuous education, to undertake these high offices. We daily see what a lofty purpose is brought here, or conceived here and carried hence; we see how susceptible of the highest influences these classes are; we see that they have not yet passed that age at which the words of the Saviour, "Be ye therefore perfect," reach, and stir up the very depths of the soul.

This is the place, and these are the persons, for whom this noblest kind of teaching ought to be carried as high as it can be. With the same completeness of preparation, and spirit-stirring vivacity of execution, which we have always seen in this school

in arithmetic and geometry, which we have seen in the teaching of optics at Bridgewater, and recently in geography and physiology at West Newton, — what might not be accomplished? Undoubtedly, the work is incomparably more difficult; it requires a fuller preparation and a wider vision; it brings into exercise higher faculties, and supposes the teacher to stand upon a loftier elevation. But, if it is more difficult, it is also beyond measure more important.

I have no right to speak, and I beg that I may not for a moment be supposed to speak, as thinking that this highest part of the teacher's preparation has been neglected. Very far otherwise. It holds, and always has held, a most prominent place. The modes of influencing, governing, and teaching in morals, have been frequent subjects of conversation, the attention of the learners has been continually turned towards them, and this has been held up as the most important part of the teacher's work.

I only mean to say, that this most difficult part of the work has not been done in a manner so conspicuously successful, as have those more easy and elementary portions of which I have spoken.

And yet, if there is to be any difference, this ought to be taught better than any thing else. It ought to be the crowning and characteristic feature in Normal School instruction. For this is coming to be the all-important point; moral instruction of the highest character must be given in our schools. If not, they will be considered, and they will be rightly considered, as having failed of accomplishing their most important object. If not, the enemies of progress and of liberty will avail themselves of the defect — not, perhaps, to overturn in Massachusetts — but elsewhere to prevent the adoption of this most perfect system which has ever been devised, — the system which makes the property and intelligence of all a common fund for the education of all the children of the State, — and to substitute for it sectarian schools; a substitution, which, in all the small towns in the country, will sacrifice the interests of the poor — of those Christians who shall happen to be in a feeble minority — to the interests of the dominant sect, or oblige them to surrender their religious liberty. And this moral instruction must be based on the Gospel, on those great principles of Christianity which are common to all Christians, the great principles of the immortality and accountability

of man, of the holiness and omnipresence of God, of the authority of the teachings of Christ. This must be the foundation: "For other foundation can no man lay than that is laid."

A part of the work of preparing teachers, which has received some attention, and which is deserving of much more, is practice in teaching. We think that the pupils of the Normal Schools, ought all, if possible, to have opportunities of teaching, under the eye of their teachers, some of the branches they will be called to teach in the schools they are preparing to enter. Every writer of any authority has insisted upon the value of this practice. How can we know, with any certainty, that one of our pupils will be successful in teaching, unless we give her an opportunity to teach? How can the master correct her mistakes and direct her tendencies, without seeing the mistakes she makes, or the erroneous practices she is liable to fall into? In the schools of Framingham, we trust that opportunities will be afforded of doing this more fully than it has hitherto been done.

We have considered, rapidly and imperfectly, some of the causes which led to the establishment of Normal Schools in Massachusetts, some of the ends to be aimed at in such schools, something of what has been done in this school, and something of what is needed.

The changes that have been taking place among the schools in Massachusetts, in the last fourteen years, are full of the highest encouragement for those whose hearts are in our cause. All over the State, better school-houses have been erected. The houses built are, on the whole, better situated, better arranged, better warmed and ventilated, and better furnished. A more liberal spirit prevails. In very many places better schools, far better schools exist. Good teachers are more in demand than ever before. In many large towns and cities in the immediate neighborhood of Boston, there are high schools of the same character as were found, at the beginning of that period, in only one or two. In many towns the system is a well-arranged and subordinated one. In many others, higher schools are going into operation, and the action of the system is improving.

As to the success of the pupils of the Normal Schools, we hear reports often enough unfavorable to show that they are

honest, but, on the whole, in the highest degree satisfactory — satisfactory in some important particulars.

The Normal pupils commonly know how to begin school so as to avoid the usual enormous loss of time taken up in fixing upon a plan. They know how to conduct a school upon a system. Their experiments have been already made, — here in the Normal School, and they usually know, from the first, how to teach arithmetic; geometry, in places where before it was thought impossible, and well, too; geography, so as to make it a delightful study; physiology, to classes who before had spent their time upon the reading books; and reading, as well, certainly, as it had previously been taught; and they have been able to give much additional instruction. Considering the greatness of the work, and the slowness of the nature of reform, these reports have been better than some of the most sanguine of the friends of Normal Schools had dared to hope for. In some instances, a school committee, after having made trial, for a session, of one of our pupils, has sent to engage, for the next school-term, teachers enough to teach all the schools in the town.

These auspicious changes have, we regret to be obliged to admit, not extended equally to all parts of the State. There are many towns which have not yet felt, directly, the influence of the improved modes of teaching, and of the better-prepared teachers. But the Legislature, with these parts of the State particularly in view, has made generous grants to the Normal Schools, for aid to individuals preparing themselves to become teachers in the Common Schools, and the Board are endeavoring, in the distribution of this aid, to reach precisely those points where the influence of the Normal Schools, and of the great recent movement in favor of better education, has been hitherto least felt.

We believe that talent, and genius, and devotedness, and all the other most precious gifts of Providence, have been distributed with impartial beneficence, equally among the poor and the rich, amongst those scattered in solitary places and those gathered in cities; that the poor girl of the country hamlet is just as likely, with equal opportunities, — and often even without, — to make a distinguished teacher, as she who has been born in a situation apparently most favored; and we see no reason why there should

not be, in every small town in the country, provided a wise system of arrangement be introduced, schools in every respect as good, and in which as much may be accomplished, as in the best schools now to be found in the largest cities.

The good work is begun. Towards such an end things seem to be tending. But ends like these, which in the countries of the old world, are helped forward by royal and princely patronage, must be reached here by the earnest coöperation of individual men, public-spirited, generous, intelligent, and wise and disinterested enough to forget self, and party, and sect, and to unite for the best good of the Commonwealth.

We have to thank the generous inhabitants of this town, for giving a noble example of such action.

Dr. BOARD OF EDUCATION, in account with THOMAS KINNICUTT, Treasurer.

Cr.

1853.		1853.		1853.	
Jan. 1,	To Balance from Account, settled Dec. 15, 1852,	\$24 45	Jan. 7,	By this Sum received of the Treasurer of the	
" "	To Sundry Payments for Normal School at Westfield—			Commonwealth, on warrant drawn by the	
	Salary of Principal, three months, - -	\$275 00		Governor, upon the Appropriation for Sup-	\$2,500 00
	Salaries of Assistants, - - - -	225 00	April 2,	port of Normal Schools, - - - -	
	Instruction in Music, - - - -	40 00		By this Sum received of the Treasurer of the	
	Instruction in Penmanship, - - - -	20 50		Commonwealth, on warrant drawn by the	
April,		\$560 50		Governor, upon the Appropriation for Sup-	
	Salary of Principal, three months, - -	275 00	June 29,	port of Normal Schools, - - - -	2,200 00
	Salaries of Assistants, - - - -	225 00		By this Sum received of the Treasurer of the	
	Instruction in Penmanship, - - - -	40 00		Commonwealth, on warrant drawn by the	
	Insurance, - - - -	31 00		Governor, upon the Appropriation for Sup-	
	Repairs, - - - -	7 40	Sept. 29,	port of Normal Schools, - - - -	2,000 00
July 1,		578 40		By this Sum received of the Treasurer of the	
	Salary of Principal, three months, - -	275 00		Commonwealth, on warrant drawn by the	
	Salaries of Assistants, - - - -	225 00		Governor, upon the Appropriation for Sup-	
	Instruction in Penmanship, - - - -	40 00		port of Normal Schools, - - - -	2,000 00
	Lightning Rods, - - - -	24 90			
Oct. 1,		564 90			
	Salary of Principal, - - - -	275 00			
	Salaries of Assistants, - - - -	225 00			
	Instruction in Penmanship, - - - -	40 00			
	Sundries, - - - -	20 00			
		560 00			
Jan. 4,	To Sundry Payments for Normal School at West Newton—	2,263 80			
	Salary of Principal, three months, - -	275 00			
	Salaries of three Assistants, three months, -	275 00			
	Repairs, - - - -	29 37			
April,		679 37			
	Salary of Principal, - - - -	375 00			
	Salaries of Assistants, - - - -	275 00			
July 5,		650 00			
	Salary of Principal, - - - -	375 00			
	Salaries of two Assistants, - - - -	200 00			
	Salaries of two Assistant Pupils, - - - -	65 00			
		640 00			

Oct. 6,	To Salary of Principal, - - - - -	375 00			
	Salaries of Assistants, - - - - -	233 33			
	Advertising, - - - - -	28 00			
	Care of School Grounds, - - - - -	21 02			
			667 35	2,636 72	
Jan. 14,	To Sundry Payments for Normal School at BRIDGEWATER—				
	Salary of Principal, - - - - -	375 00			
	Salary of first Assistant, - - - - -	175 00			
	Salary of second Assistant, - - - - -	125 00			
	Incidental Expenses, - - - - -	4 60			
April,			679 06		
	Salary of Principal, - - - - -	375 00			
	" first Assistant, Mr. Edwards, to Jan. 26,	40 38			
	" Assistant, Mr. Boyden, to March 31,	144 23			
	" Assistant, Mr. Hewett, to March 31,	76 92			
July 1,			636 52		
	Salary of Principal, - - - - -	375 00			
	" first Assistant, - - - - -	175 00			
	" " due for quarter ending March 31,	19 23			
	Salaries of two Assistants, - - - - -	100 00			
	Painting School-house, - - - - -	88 63			
	Washing, \$8, Advertising, \$7 25,	15 25			
	Crayons, - - - - -	3 83			
July 6,	Insurance of School-house, - - - - -	33 75	777 00		
Aug. 11,	Advertising, - - - - -	6 00			
Oct. 6,			38 75		
	Salary of Principal, Mr. Conant, - - - - -	239 00			
	Salary of Principal, Mr. Tillinghast, - - - - -	135 98			
	Salary of A. G. Boyden, Assistant, - - - - -	175 00			
	Salary of C. C. Hewett, Assistant, - - - - -	100 00			
			649 98	2,781 85	
1852, Dec. 27, 1853. } Jan. 4, }	To Sundry general Payments for Normal Schools—				
	Henry Emis's Bill, for Chemical Lectures, - - - - -	133 34			
	A. Guyot's Bill, Lectures on Geography, - - - - -	200 00			
	Bill of Books purchased by Secretary, for N. Schools, - - - - -	226 29			
			559 63		
	Carried over, - - - - -			\$8,266 45	

Carried over, - - - - - \$8,700 00

BOARD OF EDUCATION.

[Jan.

Dr. BOARD OF EDUCATION, in account with THOMAS KINNICUTT, Treasurer—Continued. Cr.

		Amount brought over,		Amount brought over,	
1853.		\$8,286 45			\$8,700 00
Jan.	To Sundry Payments on account of Normal School-house at Framingham—				
	To Worthington & Flanders' Bill, Advertising,	\$2 63			
	Paid for Recording Deeds,	4 78			
July 1,	Boston Atlas' Bill, Advertising,	7 50			
	Paid Lamb & Foster, on contract for building School-house,	1,500 00			2,500 00
Aug. 6,	Paid for collecting check on Framingham Bank,	75			
" 11,	Paid A. R. Esty, Architect,	400 00			
Sept. 6,	Paid for collecting check on Framingham Bank,	75			2,000 00
" 3,	Daily Advertiser's Bill, Advertising,	8 63			
" 22,	Paid Lamb & Foster, on contract,	2,530 00			
	Benjamin Wheeler's Bill, for planting trees in School-house lot,	16 73			
Oct. 1,	Paid Lamb & Foster, on contract,	2,000 00			
Nov. 7,	Paid Lamb & Foster, on contract,	1,000 00			
" 22,	Paid A. R. Esty, Architect,	200 00			
		7,641 75			
	To Sundry Payments on account of Appropriation in aid of Pupils attending Normal Schools—				
Nov. 4,	To paid E. Otheman, for Pupils of Bridgewater School,	21 00			
" 18,	Paid same for same,	14 00			
" 8,	Paid E. Davis, for Pupils of Westfield School,	135 00			
		170 00			
Dec. 14,	Balance in the hands of Treasurer at this date,	3,421 80			
		\$19,500 00			\$19,500 00

1853.
Jan. 4, By Cash received of the Town of Framingham, as a contribution towards the construction of a School house for the Normal School, to be established in that Town, - 2,500 00
Aug. 10, By Cash received of Boston & Worcester Railroad Co. contribution for same object, - 2,000 00
Sept. 29, By Cash received of Treasurer of Commonwealth, on warrant of the Governor, being the amount appropriated by the Legislature, towards construction of the same School-house, - 6,000 00

Dec. 14, Received of Treasurer of the Commonwealth, on account of appropriation in aid of Pupils attending Normal Schools, - 300 00

E. E. December 14, 1853.
THOMAS KINNICUTT, Treasurer.
The above account has been examined by the subscribers, and is found to be correctly stated and properly vouched.
EMERSON DAVIS, } Committee on Accounts.
ISAAC DAVIS, }
Boston, December 14, 1853.

1853.	1853.	
June 4,	\$79 74	By balance in the hands of the Treasurer on account of this Fund, December 15, 1852, as appears by his account then rendered, \$539 3
April 1,	40 00	
July 1,	40 00	income of Todd Fund due April 1, and received of the Treasurer of the Commonwealth, 324 00
" 20,	112 13	
Oct. 1,	40 00	
Dec. 14,	551 45	
	\$863 32	

THOMAS KINNICUTT, *Treasurer.*

The above account has been examined, and is found to be correctly stated and properly vouched.

EMERSON DAVIS, } *Committees on Accounts.*
ISAAC DAVIS, }

Boston, December 14, 1853.

SEVENTEENTH ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.



TO THE BOARD OF EDUCATION,—

GENTLEMEN:—

The year now brought to a close is one upon which we may look with more than ordinary satisfaction. The enactment of the Legislature, establishing forty-eight State Scholarships, will be remembered as marking an era in our school legislation. We already have other States of the Union given signs of an honorable emulation by the applications made to this office for more particular information, and for suggestions on the subject. The establishment of a fourth State Normal School is another evidence of progress. The people in the different sections of the Commonwealth are becoming more thoroughly convinced of the efficient influence exerted by Normal Schools, upon all the interests of education, and are asking for a more adequate supply of teachers trained by the State for their office in these institutions. As this sentiment coming up from the people, and manifesting itself among our legislators, that has led to another important measure by which provision is made for the distribution in each of the Normal Schools, of a thousand dollars annually among a certain class of pupils. A pleasing feature of this liberal and enlightened policy of the State, is the unanimity with which all parties concur in carrying it into effect. It is well that there is on this subject so uniting the opinions of all, that the only strife respecting it is, who shall have the largest share in advancing its objects. It is a noble spectacle to see a large body of legislators, assembled from every portion of the Commonwealth, forget, for the time being, their differences of opinion on other subjects, and, animated by no sentiments but those of patriotism, and holding no interests dearer than those of posterity, enact those wise measures on public instruction, of which every citizen may justly be proud.

These signs of advancement in the public mind in regard to the education of the young are, in many places, as apparent in the acts of the people in their municipal capacity, as in the proceedings of the Legislature. The liberality of the towns in voting appropriations for the support of the public schools, has only in one or two instances, in a single year, advanced so much as it has during the last. Not less general, perhaps, and certainly not less important, is the considerate attention now given to the various means of improving both the external organization and supervision of the schools, and their internal state in respect to instruction and discipline. Even in those towns which still adhere to the defective system of districts and district agents, with all its train of evils, there is a change in the views and feelings of the people gradually going on, which, at no very distant time, will lead to important modifications of the system, and probably, in most cases, to its abolishment. In almost all such towns, are found public-spirited men of commanding talents and influence, who are unwearied in their efforts to raise the general tone of public sentiment, and so far to enlighten the popular mind as to prepare it to adopt a higher standard of education. This process is none the less sure in its results, from the slowness of its operation. Whatever ground is once gained by such means is an acquisition that will not soon be lost.

Having alluded to these two general sources of influence and power in our system of education, and to the effects produced by them as they now present themselves to our view, I design to remark somewhat more particularly upon the department of public instruction in its various ramifications; upon the part performed by the Board of Education, and the principles which govern its action; upon the duties and labors of its Secretary and Agents; upon the state of the Normal Schools, and upon the Teachers' Institutes. In a supplement will be presented some improved plans for the construction and arrangement of school-houses, with the necessary explanations.

The Secretary, not being himself a member of the Board of Education, may, perhaps, be permitted to use a little latitude in speaking of some important features of it to which no allusion is made in its own Reports.

It will appear from what follows, that the Board is extending its operations, and is gradually approximating nearer and nearer, every year, to the object for which it was established, and to which it has steadily directed its aim.

The Board itself consists, as is well known, of the Governor of the Commonwealth, and of the Lieutenant-Governor, who are members *ex officio*, and of eight members, of whom one is appointed by the Governor and Council annually. Each of these eight members serves, consequently, for a period of eight years. The expediency of the law requiring the Board to be so constituted has been fully demonstrated. Under any ordinary circumstances, it may well be doubted whether this arrangement could be materially improved, or, indeed, whether any radical change in the organization could be made without endangering either the efficiency or the safety of its action. Taken out of the whirl of party politics, and placed upon ground common to all, it can pursue its course steadily, unaffected by the fluctuations even of the government itself. Any abuse that might creep in, can always, in the end, be remedied by the people through those whom they choose to place in power, while there is a salutary check upon all attempts at too sweeping a change at any one time. The experience of nearly eighteen years has shown, that no administration has been inclined to subordinate the interests of education to purposes of its own. To the honor of those who have made the appointments it may be said, not only that members of the Board have been selected on the principle of having primary reference to their personal qualifications for the office, but that the preservation of the proper balance of interests, political, religious, and local, has become a matter of settled usage. It is to the wisdom of the framers of the law establishing the Board of Education, and to the discretion exercised in the appointment of its members, that we are chiefly indebted for the stability of our system; while other States, which have acted on a different principle, have moved alternately forward and backward.

The Board, in executing the duties of their trust, acted from the very beginning, with singular unanimity and judgment. Their preliminary and inceptive measures were cautiously taken, in order that the principles which guided them in striking out a

plan of operations might be fairly tested by experience, and that the public mind might be gradually prepared for what should follow. The results of the first experiments, which were tried on a very moderate scale, were rather convincing to the reason than striking to the imagination. But as soon as the way was made clear, so as to give to the Board a suitable degree of assurance that they could advance without hazarding the great interests committed to their charge, plans were matured and laid before the people, and executed, after having received legislative sanction, with a measure of success, which convinced the most incredulous of the value of a State Board of Education. The career of the Board has continued for a succession of years to commend itself more and more to the people, till the department of Education has reached its present position, as a permanent branch of the government, and the body which presides over its interests has become strong in the public confidence it enjoys, and in the resources placed at its disposal. The growth of the system of operations that has sprung up under its auspices has been healthy ; and the demonstrations it has made in regard to the feasibility of various public measures for improving the elementary education of a whole people, are a valuable contribution to the progress of society.

The Board hold semi-annual meetings in the months of May and December, and frequent special meetings, as occasion requires. But by far the larger part of its business is performed by various standing committees. As the Board is a small body, several of its members must act on two or three committees ; and the amount of service, requiring both time and reflection, which these perform, is much greater than would be imagined by those who merely read the Annual Reports. Each Normal School is placed under the special direction of a Board of Visitors, who regulate its expenditures according to prescribed rules, make all the necessary arrangements for the external and internal order of the school, attend and direct the examinations at the close of each term, and also, either personally, or through their chairman, the examination of candidates for admission, distribute the aid granted by the State to the pupils for whom it is designed, and report to the Board at its annual meeting.

There is an executive committee, who transact such business

during the intervals of the meetings of the Board, as lies out of the sphere of the Visitors and of other committees, and yet does not require the action of the whole Board. Certain duties are, either by general rules or by special vote, referred directly to this committee, while others, growing out of new and unforeseen emergencies, are discretionary, and may either be performed by the committee in a provisional way, or be laid before the Board at a special meeting, which they are authorized to call for the purpose. This same committee is an advisory board, which the Secretary can consult from time to time, on important questions relating to the discharge of his duties.

Another important committee is that appointed to act with the Secretary, in representing the Board before the Legislative Committee on Education. It often happens that this legislative committee desires to be made more fully acquainted with the views of the Board on certain points, than it has the means of being from the printed reports. There are, moreover, occasionally, questions brought before that committee, so vitally affecting the system of public schools, that they sometimes deem it highly important to consult that body who are supposed best to understand the educational interests of the State. But for such an arrangement, the Secretary, who is often applied to for an opinion in cases of peculiar difficulty, would not unfrequently have reason to hesitate in giving an opinion of his own that had not been confirmed by the judgment of others associated with him. No one can reasonably doubt that there will be a more perfect harmony between the plans of the Legislature and those of the Board, and a greater degree of coöperation, when provision is made for such occasional interviews of their respective committees, than there would otherwise be. If there ever was room for such doubt, the experiment that has been made with such admirable results, is adapted to do it away.

During the last year there has been an accumulation of business, that rendered it necessary to appoint several select committees, and to charge them with very onerous duties. New sites for two Normal Schools were to be chosen, and buildings to be erected on them. As the laws authorizing the removal of the West Newton Normal School, and the establishment of a new one in the county of Essex, required the Board to advertise for

proposals from different towns, at the same time making it necessary, from the smallness of its appropriation, to depend on those making the proposals to furnish sites for the buildings and a part of the funds necessary for erecting them, a work of no little complexity and delicacy was hereby devolved upon the Board, in carrying out these provisions in all their details. The duty to be performed was, not to meet and discuss the question of the most eligible localities, but to visit and carefully examine, through committees, all the sites that were offered, to hear the representations of the parties who made the proposals, and then, on receiving the reports of these committees, to make the selection from those which came within the provisions of the law, with a due regard to all the considerations which should influence their decision. This being done, other committees were to be appointed to procure plans, and, after their adoption by the Board, to make the contracts for the erection of the buildings.

Hereafter, the Board will furthermore be charged with the duty of carrying into effect the law establishing State Scholarships, and of annually selecting, jointly with the State Senators of the districts entitled to present candidates, the individuals who shall be judged most worthy of enjoying this public benefaction. Such is a general outline of the duties gratuitously performed by the Board of Education, and it is believed that few public servants of the State perform a more important service.

The office of the Secretary requires him to act personally in part, and in part through others. It is his province to examine the reports of the school committees from all the towns of the State, and from the information thus derived, together with that received from other sources, and from his own observation and reflections, to prepare his Annual Report.

The direction of the State Teachers' Institutes is, by the Board of Education, committed to his hands. These periodical meetings of teachers have become so numerous, and have assumed such an importance in the public estimation, that it is necessary to bestow much thought upon the best manner of conducting them, for it cannot be supposed that they have yet reached their perfection. The arrangements themselves cannot be suitably made, without much time and labor. Teachers and committees are to be consulted, in reference to the most con-

venient times and places for holding them. A competent board of permanent instructors, — the most important and yet the most difficult object to secure, — is to be provided, and specific arrangements to be made with each one, as to the amount and the precise time of the service to be rendered, which, in different Institutes, must often vary, and not less than fifteen entire weeks are to be devoted to personal attendance, during which period the Secretary presides at three sessions of the Institute each day.

His duties in connection with the doings of the Board, necessarily have a wide range. It is expected that he shall have his share in originating measures in the Board, and act as a member of all its committees. During the last year, his labors have been much increased, by the additional business devolved upon the Board by several recent acts of the Legislature.

There are now four Normal Schools to be cared for constantly, one of which requires the more attention from the circumstance that it is not yet in operation. The Secretary is instructed to be present, as far as may be, at all the examinations, both of candidates for admission and of the classes at the close of each term, and to keep himself familiar with the progress of events in all of the schools.

The correspondence of the Board, and of its various committees, falls, of course, upon him. The business of the office is divided between him and his assistant, who is also acting State Librarian. All that miscellaneous correspondence and business which cannot well be delegated to another, are attended to personally by the Secretary. His assistant examines the school returns, and makes up the Tables appended to the Annual Report, advises with those who come to consult him in respect to the proper application of the school laws, attends to the distribution of documents on education; and, in the absence of the Secretary, to visitors who come from abroad for information in respect to the public schools, and in general, to the routine of daily business connected with the office.

For the greater part of the time when the Legislature is in session, and on stated days in each week through the remainder of the year, except during the Teachers' Institutes, it is found expedient for the Secretary to be at the office at least a part of the day. A greater amount of important business can be trans-

acted by him there than anywhere else, at those times. The members of the general court, a large part of whom return to their own homes daily, usually act as a medium of communication between the people of their towns and this office, thus offering peculiar facilities for transacting business with all parts of the State.

The superintendence of the agencies, which is committed to the Secretary by the Board, is usually attended to on Saturday of each week, that being the time least favorable for visiting the schools, and being also one of the stated days (Mondays and Saturdays) of the Secretary's attendance at the office. The particular object of these meetings with the Agents, is to receive weekly reports of the places visited, and of the kind and amount of service performed, to be recorded in a book kept for the purpose; to furnish the Secretary with the knowledge he needs on various subjects connected with the state of the schools; to confer together on the most successful modes of procedure, as suggested by daily experience and observation; and to make any modifications in our arrangements which newly received information, or requests, would seem to demand. Though it would appear, at first view, that the several towns in the State were entitled to be visited in rotation, there is a secondary consideration, which must sometimes modify the general rule. There are certain periods when the people of a town give special attention to their schools with reference to a revision of the system, and when a few words, fitly spoken to the right persons at the right time, will produce a permanent effect of more importance than a month's service after the occasion has gone by. Nay, an injudicious system may be adopted for the want of further knowledge of the subject, which must long be perpetuated, because new districts or divisions cannot, at once, be given up; nor new and costly houses, though injudiciously located and badly constructed, be reconstructed. There are many such considerations which must be taken into the account, if the greatest efficiency is to be given to our agencies. It is, therefore, of the utmost consequence that the Secretary be so well informed on all these points, from week to week, as to be able to direct the agents in the most skillful manner.

The Teachers' Institutes, already incidentally alluded to, are

steadily advancing in power and efficiency. Just in proportion as we have succeeded in procuring able and skilful instructors to conduct them, has the interest in them increased. The advantages resulting from an elevated as well as simple course of instruction are manifold. The mere fact of the connection of eminent teachers with the Institutes, is not without its influence. It serves to give them character, and is the means of attracting the attention of those who might otherwise be indifferent. The experiment of employing ordinary men at Teachers' Institutes, has been sufficiently tried in different States, to prove its inexpediency. Under such auspices these meetings of the teachers may, indeed, have a temporary popularity, arising from novelty. But, when the excitement from that cause has passed away, persons will become weary of mere mechanical drill, and loose discussion, and the better class of teachers will manifest indifference which will soon spread among the rest. But suppose an interest could be kept up among ordinary teachers after it had been lost among others of a superior rank, the effect even upon this class would, in the end, be less beneficial than that of a higher order of instruction. Beside the danger of falling into a mere mechanical imitation, and of attending to peculiar method and rules, instead of principles, the habit of comparing their attainments with those of men but little superior to themselves, would be liable to produce among teachers a feeling of contentment with inferior qualifications. The simplicity of an ordinary mind of moderate culture, however practical it may be, is, in its influence upon a body of teachers under its guidance, very different from the simplicity of a profound and richly stored mind, when treating of the same elementary subjects. The one acts upon the memory, and upon the power of imitation; the other, elevates the whole being into a higher region of thought and feeling. The man whose mind has a philosophical comprehension of the whole subject of which he is treating, in descending to the simplest elements of knowledge, distinguishes between what is essential and what is factitious, and takes his first step, knowing definitely to what it is to lead, and, by dealing with principles, invests familiar subjects with a fresh interest, and continually furnishes new materials for thought. The information received from such instruction is solid and fundamental, and is

more valuable for the mental activity it will produce, than for the stock of ideas furnished at hand for immediate use. A mere facility to use other men's ideas, is that of which many teachers have already too much, in consequence of which they glide easily and smoothly over ground which they ought to plough and harrow.

It is, moreover, highly important to employ, if possible, some person, as a lecturer for the evenings, who has the power of moving the whole mass of the intellect of the place; who can attract men of a higher order of mind from adjoining towns who, in short, can lift, for the time being, the whole population into a more intellectual atmosphere, and turn all this current and newly awakened interest in the direction of the public schools. Such an impulse, given to adult education, is not only valuable in itself considered, but is equally so in its influence upon families and upon schools. We have an example of this in Professor Agassiz. It gives me great pleasure to say that this distinguished lecturer, whose attendance at each Institute was formerly limited to a small part of the week, and whose engagements in a distant part of the country during the winter months, occasionally withdrew him entirely from our service, has accepted a proposition to be in the service of the Board twenty entire weeks annually. By this arrangement he will be able to attend all our Teachers' Institutes during the whole time they shall be in session, and to give, moreover, a course of instruction at each of the State Normal Schools.

Lowell Mason, Esq., who has been in Europe the last two years, attending not only to the science of music, but to the methods of instruction on other subjects adopted in the best schools of Germany, and who, on returning from the continent to England, was employed temporarily in some of the Normal and other schools of that country, to exemplify the method which he had studied and long practised with so much success, has, at length, returned to America with increased power and skill as a teacher, and resumed his place as instructor at the Teachers' Institutes.

The valuable instructions of Professor Guyot, in geography have been somewhat extended the past year. The gentlemen who have conducted the other branches of instruction, and

the same as those employed formerly, namely: Messrs. William Russell, S. S. Greene, Wm. J. Whitaker, and D. P. Colburn.

The twelve Institutes held during the year, were as follows:—

	<i>In the Spring.</i>	<i>Attendance.</i>
At Lunenburg,	April 4—9,	122
Oxford,	" 11—16,	160
Templeton,	May 2—7,	178
Middleborough,	" 10—14,	118
Haverhill,	" 17—22,	81
	<i>In the Autumn.</i>	
Natick,	Oct. 10—15,	113
Millbury,	" 17—22,	153
Conway,	" 24—29,	157
Orleans,	Nov. 14—19,	50
Malden,	" 28—Dec. 3,	70
	CITY INSTITUTES.	
New Bedford,	June 15—18,	140
Nantucket,	Aug. 2—5,	150
		1,492

Making an average attendance of 124. Other City Institutes belonging to the season, being held at a later period than was anticipated, will come into the next year's account. It was found that the attendance of teachers was becoming too large for convenience, as it was often difficult, in the smaller towns, to procure halls large enough to accommodate all the members, or to find a sufficient number of boarding-places within a suitable distance from the place of meeting. It was thought unadvisable to deprive the smaller towns of the benefits of these meetings, and measures were accordingly taken to reduce the attendance to about 125 or 130. In two instances, at Orleans and Malden, there were unforeseen causes which prevented the usual attendance.

It has been designed to give to the Teachers' Institute a peculiar character, and to trench as little as was practicable, on the ground occupied by the voluntary associations of teachers which

receive State patronage. In the Massachusetts Association of Teachers, and in the several county associations, written lectures and essays, together with oral discussions on practical subjects, are made very prominent in the public exercises. The opinions and the experience of teachers are here fully brought out, especially in regard to the important subject of school discipline. On this account, instruction and exercises illustrating the best modes of teaching, constitute the principal part of the exercises of the Institutes. Such an adjustment having been accomplished, by little concert at the beginning, the different organizations for the improvement of teachers, can have their distinctive features, and act in harmony with each other in performing their peculiar functions as parts of a general system.

In respect to the Normal Schools, the past has been a peculiar year. The removal of the school formerly at West Newton, the retirement of the Principal of the Bridgewater School from the service of the Board, and the establishment of a New Normal School at Salem, have rendered it necessary that much of the work of the year should be preparatory to that of the year to come. In the meantime, as much has been accomplished as could be reasonably expected under these circumstances. For more particular account of the state of the Normal Schools, we beg leave to refer to the Report of the Board, and to those of the Visitors appended thereto.

On the subject of Agencies, that part which relates to the being under the direction of the Secretary, has been anticipated. As the funds appropriated to this object were in danger of being expended faster than they became due, one of the agencies was on the resignation of the Hon. Charles W. Upham, suspended for a time, but has since been resumed, by the appointment of Mr. Richard Edwards, Jr., formerly a teacher in the Bridgewater Normal School, but more recently Principal of the English High School of Salem. The board have reason to believe that he is peculiarly fitted for the service to which he is appointed. The considerations which led to the choice of one versed in the business of teaching and of managing schools, rather than a statesman and orator, were presented at length, in the Report of the last

year. Much of the labor previously bestowed upon the objects of the agency were necessarily directed to awakening among the people a deeper interest in the subject of education, and to removing the cloud of error and ignorance which, in many towns, hung over the popular mind in regard to the capabilities of our system of public schools. That object having been, to a great extent, attained through the services of the eminent men who were employed for the purpose, it now remains to bring out those capabilities, and to present a realization of the ideas which were laid before the people.

Mr. Edwards entered upon his duties the fourteenth day of November last. The report of his labors for so short a period may be passed over here. Mr. Leach has been in the service of the Board throughout the year. He has visited, during that period, about one hundred and fifty towns and cities, and about five hundred schools. The character of the service rendered, differs but slightly from that reported the last year. He has employed most of his time in advising with school committees, on all those points which conduce to the highest prosperity of the schools, and in meeting the teachers of each town in one of its schools, and exemplifying before them, and before the committee, the most approved methods of instruction in all the branches commonly taught.

The large number of new school-houses which, in different towns, it was proposed to build, occasioned, in part, by the establishment of high schools and the grading of the lower schools—causes which will continue to operate with increased effect, for many years to come—and the frequency of calls from school committees to aid them, by suggesting the most convenient and most approved plans, have led to an examination of the houses now in use; and the result of such examination is the discovery of great deficiencies, even in those school-houses which have been recently erected. It not unfrequently happens that a building committee will consult with some house carpenter nearest at hand, and then sit down and sketch an original plan of a school-house, without any previous experience, and without the slightest idea that there is any great liability to mistake.

In a matter of such importance as the construction of school-houses, it was thought proper to aim at the highest degree of

perfection. Notwithstanding Mr. Leach had a practical knowledge of the subject, and was familiar with what had been published in relation to it, he was instructed to make a personal examination of all the best houses of recent construction, in the State, and to confer with the teachers employed in them, in respect to any inconveniences in the arrangements which might appear upon trial. It was found that no building had been erected in which some defect had not been subsequently discovered. Plans were taken by him, the improvements and defects of each particularly noticed, and the suggestions of experienced teachers and committees examined and weighed, with a view to making every new building that should be erected an improvement upon all that preceded it. The result has justified our highest expectations. It being generally made known to school committees, that the course here described had been pursued, applications were made from nearly all the towns which contemplated erecting new school-houses, for such plans and suggestions as the Agent might be able to give. The consequence is, that most of the school-houses built after such consultation, unite a greater number of substantial conveniences with economy, than are to be found in any of those previously erected. To facilitate this work for time to come, the Plans that have been thus prepared will be appended to this Report.

Of the innumerable defects observed in the examination of a large number of school-houses within the limits of the State, some, which have been specified by Mr. Leach, in his Report to the Secretary, will be inserted in this place. The statement here submitted will be found to embrace what was enjoined by the last Legislature, in the Resolve, approved March 24, 1853, which is as follows:—

Resolved, That it shall be the duty of the Secretary of the Board of Education to instruct one or both of the Agents of that Board, when visiting the schools throughout the Commonwealth, during the year, to make particular examination of the school-houses in the several towns, with regard to ventilation, and to communicate to the Board, in his next Annual Report, the result of their inquiries, with such information concerning the defects to be remedied, the expense of any alterations required, and the provision that should be made for ventilation in new school-

houses to be hereafter erected, as he may be able to collect, in order that the same may be laid before the Legislature at its next annual session.

"Since the commencement of my agency," says Mr. Leach, "I have examined more than one thousand school-houses, and have noticed the following defects in their location and construction. I have found very many school-houses situated in the highways, but a few feet from the travelled road, and without any yard for the scholars to play in. Some I have found in wet and marshy places, which were often surrounded by standing water. Some were quite near ponds or streams, which was the cause of very great annoyance, both in summer and winter. Some were near stores and public places of resort, which were frequently visited during the intermission. Some were near workshops, or manufactories, or railroads, or depots, exposing the children to interruption and accidents. Some were on eminences, surrounded by dangerous declivities. Not one in fifty have I found with suitable back-yards, well fenced, and with decent water-closets. But very few have two entrances, one for each sex. In consequence of this arrangement, teachers are compelled to sacrifice thirty minutes each day, one twelfth of the whole school time, or commit the gross impropriety of sending out boys and girls into the same yard at the same time. Very few houses are constructed with any regard to external beauty or internal convenience. Many are quite too small, not affording, in some instances, more than forty or fifty cubic feet to each pupil, instead of one hundred and fifty, which is regarded as the minimum. Very many are not more than eight feet in height, instead of eleven or twelve feet. A very common and serious defect is the want of good black-boards, placed at the proper height. In very many cases instead of a black-board in the rear of the teacher's desk, there is a window to admit light directly in the face of the pupils. In many houses of recent construction, there are no black-boards except in the rear of the pupils, so that they were obliged to stand or sit on the tops of the desk to witness any illustration from the teacher. Where such arrangements existed, I found that but very little use was made of the black-board by the teacher. Very many schools I have found badly lighted, some admitting too much light, and others too little,

and quite often the light was admitted directly in the faces of the pupils. In consequence of too little light, the pupils become short-sighted, and contract a stooping posture by bringing the head near the book. The cases are quite numerous where pupils have become short-sighted and round-shouldered, by being compelled to study in an improper posture. By an excess of light, the sight of pupils has been very much impaired, and, in some cases, entirely lost.

"In a large majority of cases, the stairs leading to the upper rooms have been badly constructed, endangering the lives and limbs of pupils. Very many cases of serious injury I have found, which have resulted from this cause. But very few houses, are furnished with large closets, or book-cases, to preserve maps, globes, and books of reference. But few are provided with a well, pump, and sink, a very necessary appendage to every good school. In but very few instances have there been any attempts to beautify the grounds by setting out trees, shrubbery, &c. Globes, clocks, thermometers, mats and scrapers, have not been introduced extensively into the country schools. In school districts in the country, when the pupils live some distance from the school, there is seldom any provision for the pupils who wish to stop at noon, or who come in the morning before the time of commencing the school. Many houses have been built, and some recently, with large rooms, containing from one hundred to two hundred pupils each. I have made it a particular point of inquiry to ascertain the advantages and disadvantages of large rooms, as compared with small ones. I have consulted more than one hundred experienced teachers on this subject, and have found but four or five who do not much prefer small rooms to large ones.*

"By your particular direction, I have given considerable atten-

* The following letter from a gentleman whose opinion is of special value on such a question, throws further light upon the subject here alluded to by Mr. Leach:—

• CHARLESTOWN, Sept. 24, 1853.

Rev. Dr. SEARS—

Dear Sir:—The following is written in cheerful compliance with your request.

Since the alterations recently made in the Harvard School-house, converting the whole area of each floor, from a large assembly-room and two recitation-rooms, into four rooms of nearly equal size, we have had an opportunity to test its advantages by the reassembling of our schools.

This building is intended for two distinct grammar schools, each comprising two hun-

tion to the subject of ventilation. In all my examination, I have found but few houses well ventilated. In a large majority of cases, there are no means of ventilating but by opening the windows and doors. And where attempts have been made it has been but imperfectly accomplished. The ventilating tubes have almost invariably been too small. As the result of my investigations, I would make the following suggestions. To ventilate a room properly, containing fifty persons, the ventilating tube should not be less than fifteen square inches inside. The tube should be made of very thin boards, well seasoned, with a smooth inside surface, and it should be perfectly tight. It should be wholly within the room, and opposite to the register or stove. There should be an opening at the top and bottom. The ventilating tubes should be connected in the attic, and conducted

dred boys and girls, in charge of a master and three female assistants, making, in the whole, eight teachers and four hundred pupils.

The members of a school are arranged in four divisions, of two classes each, giving a division to each teacher.

Formerly, all the pupils of one school were seated in the large room; all the exercises of the first and second divisions were conducted by the master and one assistant, in this room, while a class, with its teacher, from each of the two lower divisions, retired into a recitation-room, leaving two classes in the large room for study.

The advantages and disadvantages of this plan, will appear, in contrast with the new arrangement.

The partitions which separate the four division rooms, are so constructed as to open all into one, by shoving up the panel slides. The height of our ceiling is fourteen feet. The partitions have a fixed base of thirty inches from the floor, and the height above, ($11\frac{1}{2}$ feet,) is divided, allowing about five and a half feet for the slide. The slides are in sections of five or six feet, prepared on both sides for blackboards, and balanced with weights.

The operation of this arrangement may be understood by the details of a half day session. On opening school, the slides are all up, and the partition doors open; the scholars pass from the entrance doors directly to their seats. When the school-hour has arrived, the entrance doors are closed, each teacher takes note of the absentees in his or her division, and, immediately after, the devotional exercises are conducted by the master, in the sight and hearing of the whole school. If nothing more of a general nature is required at this time, at a given signal, monitors shut down the slides and close the doors, and each division is at once in its own separate apartment, under its own teacher. Thus matters go on till the time of recess, when some or all of the slides are raised. Recess being over, the slides are put down, each division pursuing its work till the close of school. If, at any time, the attention of the whole school is required to listen to remarks from the master, or a visitor, or for a general exercise, it can be had at a moment's warning.

By this plan, we save a large amount of time; heretofore lost, by the changing of classes to and from the recitation-rooms, the conducting of two recitations in the same room, at the same time, and the constant demands on the time of the master to check disorder in the lower classes.

Each assistant teacher is now responsible for the discipline, as well as the instruction of

through the roof, and furnished with a suitable cap. Another method, which is far preferable, is as follows:—The smoke pipes may be conducted into a cast iron pipe resting on soap stone in the attic floor, instead of a chimney built from the bottom of the cellar. This cast iron pipe may be surrounded by a brick chimney into which the ventilating tubes should lead. The space in the chimney should be equal to the spaces in the tubes, after making suitable allowance for the pipe, and the increase of friction. By this arrangement, the air in the tubes will be rarefied, and a rapid current of air will be produced. All attempts to ventilate rooms with tubes in the wall, or of less size than fourteen or fifteen square inches for fifty persons, have, so far as I have examined, failed. No artificial means will secure good ventilation when the temperature of the room and that of the outer air are nearly the same, without the application of heat

her own division; and though the labor requisite to secure the former is much diminished, better means are afforded for proving the ability of an assistant to govern, as well as aptness to teach.

If matters chance to go wrong in one room, the whole school is not in danger by contagion.

The gain in time will be employed in various ways, by faithful teachers, for the good of those in their immediate charge; and the master is enabled, by an occasional exchange of exercises with his assistants, to watch the progress, and take part in the actual instruction of each of the classes below his own division.

While we thus secure all the advantages of the separate system, we retain all that was good in the former plan. The unity of the school is unimpaired; the children feel, as before, that they all go to the *same* school. They see and hear as much of each other as can reasonably be desired, to foster the social feeling, while the temptations to misuse their school-time, are very much lessened. They know, and are known by, the master of the school, as well as before, and with this important change—they know him more as a *friend*, and less as a *police officer*.

It has been urged in favor of the large room system, that the children of the lower classes learn a great deal by hearing and seeing what is done in the upper classes. If they thus give attention to what does not immediately concern them, it must be at the expense of their own peculiar duties, for when a child in school is not engaged in a recitation, it is presumed that he has a lesson to prepare.

It has been urged against the separate room system, that it tends to make each room a distinct school, because the children are so seldom convened in the assembly-room. We obviate the objection by our movable partitions.

It was feared, from the manner in which our partitions are constructed, that the exercises of one room would disturb those adjoining. Our experience, thus far, proves this fear groundless. Our teachers and pupils are delighted with the plan and its operation; and, I hesitate not to say, that were I about to erect a new school-house for a large school, I would adopt this plan in preference to any other.

With a hope that you will honor us with a personal inspection of our pet,

I remain,

Very truly your friend,

CORNELIUS S. CARTER.

to the air in the tubes. Unless the air is heated before being admitted into the room, it should be let in at the top, and not at the bottom, and always through a large number of small apertures. The quantity of pure air admitted must always be equal to that which is to be forced out.

"The expense of introducing a proper ventilating apparatus into houses already built in the country towns, will vary from twenty-five to a hundred dollars, according to the size and character of the house."

It has been customary to insert abstracts from the reports of the school committees relating to the main topics discussed in the Secretary's Report. This is found impracticable the present year, inasmuch as the subject there discussed has chief reference to the proceedings of the Board of Education. The abstracts are therefore made to conform to the subject of the last year's Report; and, as there is no part of our school system in which the people are now more interested than in that which relates to school districts and district agents, such a deviation from our usual course will probably be no cause of regret. It may be added, in this connection, that the reports of the school committees of the several towns of the Commonwealth for the present year, clearly indicate progress. Were extracts to be made from them on the whole range of topics of which they treat, it would be apparent that the towns are becoming more systematic in the management of their schools, and that the committees, to whom the care of the schools is intrusted, generally give gratifying evidence that they appreciate the importance of the trust, and are ready, on their part, to favor every judicious measure for improving the means of education.

Dictionaries furnished to the Public Schools at the expense of the Commonwealth, during the year ending December 31, 1853, according to the Resolves of May 2, 1850 :—Webster's, 14 copies; Worcester's, 0 copies; cost, \$56.

Whole number of copies furnished since the Resolves took effect :—Webster's Dictionary, 3,132; Worcester's Dictionary, 112; total expense to the Commonwealth to January 1, 1854, \$12,752.

The following is a Summary of Statistics relating to the Public Schools of the Commonwealth for the past year.

Number of towns in the Commonwealth, ...	328
Number of towns that have made returns, ...	324
Number of towns that made no returns, ...	1
Three towns (Nahant, North Reading and Lakeville,) were incorporated at the last session of the Legislature, and are included in the towns of which they formed a part, ...	3
Number of Public Schools in the State, ...	4,113
Increase of Public Schools for the year, ...	57
Number of persons in the State between five and fifteen years of age, ...	204,705
Increase of persons between five and fifteen for the year, ...	1,825
Number of scholars, of all ages, in all the Public Schools in summer, ...	187,022
Increase for the year, of attendance in summer, ...	1,270
Number of scholars of all ages, in all the Public Schools in winter, ...	202,081
Increase, for the year, of attendance in winter, ...	2,898
Average attendance in all the Public Schools in summer, ...	140,482
Increase for the year, ...	4,173
Average attendance in all the Public Schools in winter, ...	155,716
Increase for the year, ...	3,071
Ratio of the mean average attendance upon the Public Schools, to the whole number of children between five and fifteen, expressed in decimals, ...	.72
Number of children under five, attending Public Schools, ...	17,514
Decrease for the year, ...	746
Number of persons over fifteen, attending Public Schools, ...	22,362
Increase for the year, ...	667
Number of teachers in summer,—males, 392; females, 4,125—total, ...	4,517

Increase for the year—males, 23; females, 152—total,	175
Number of teachers in winter—males, 1,971; females, 2,713—total,	4,684
Decrease of male teachers in winter,	114
Increase of female teachers in winter,	230
Number of different persons employed as teachers in the Public Schools during the year—males, 2,068; females, 5,007—total,	7,075
Increase for the year,	69
Average length of Public Schools, seven months and fourteen days.	
Average wages of male teachers per month, including board,	\$37 00
Average wages of female teachers per month, including board,	15 41
Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel,	963,631 25
Increase for the year,	53,415 21
Amount of voluntary contributions of board, fuel and money, to maintain or prolong Public Schools,	39,273 64
Amount of money appropriated to schools, as income of local funds,	37,266 73
Amount received by the towns as their share of the income of the State School Fund,	44,067 11
Increase from last year,	2,508 89
Aggregate expended on Public Schools, for wages, fuel, and superintendence,	1,072,310 36
Amount raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen, per child,	4 76
The percentage of the valuation of 1850, appropriated for Public Schools, is	.001-63

The law requires each town to raise by tax, at least \$1.50 per child between five and fifteen, as a condition of receiving a share of the income of the State School Fund.

All the towns except one, whose schools are supported by the income of a local fund, have raised \$1.50 or more, for each child between five and fifteen.

Number of towns that have raised the sum of \$3 or more, per child between five and fifteen, ...	209
Increase for the year, ...	29
Number of High Schools supported as Public Schools by taxation, ...	64
Average salary of High School teachers, ...	\$868 00
Number of incorporated Academies returned, ...	64
Average number of scholars, ...	4,062
Aggregate paid for tuition, ...	\$74,283 86
Number of Private Schools, ...	763
Estimated average attendance upon Private Schools, ...	18,362
Estimated amount paid for tuition in Private Schools, ...	\$219,036 78
Amount expended on Public and Private Schools and Academies, exclusive of the cost of repairing and erecting school edifices, ...	1,387,559 37

The Summary here presented furnishes decisive evidence that important advances have been made in the schools of the Commonwealth during the past year. For further particulars I beg leave to refer to the Abstracts of the School Returns, which, in completeness and accuracy, will, it is believed, compare favorably with those of former years.

BARNAS SEARS,
Secretary of the Board of Education.

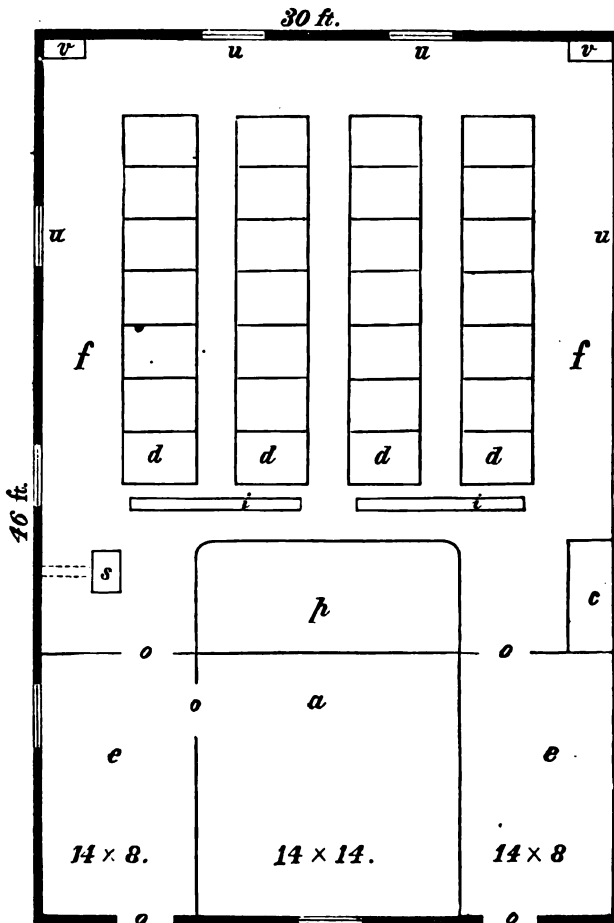
Boston, December 14, 1853.

SUPPLEMENT
TO THE
REPORT OF THE SECRETARY
OF THE
BOARD OF EDUCATION.

PLANS FOR THE CONSTRUCTION AND ARRANGEMENT OF SCHOOL
HOUSES.

The Plans here submitted have been prepared with special reference to the wants of rural towns and of villages. The explanations accompanying them are necessarily brief, giving only hints and suggestions. A full statement of all the reasons for these suggestions, would occupy much space.

No. I.



PLAN NUMBER ONE.

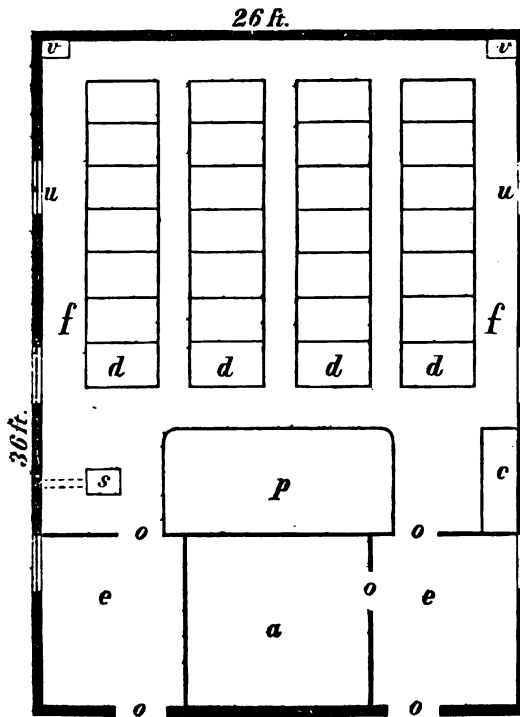
This plan represents the ground floor of a school-house one story high, 46 by 30 feet on the inside.

ee—Entries, one for each sex, 14 by 8 feet. *a*—Anteroom, 14 by 14 feet. This may be used as an assembly-room for the pupils before school and at noon, or for a recitation-room and library. Where it is practicable, there should be separate rooms for the pupils to assemble in. This can usually be provided in the basement at a small expense. *p*—Teacher's platform, 14 feet long and 6 feet wide, and 7 or 8 inches high. Behind the teacher's desk there should always be a blackboard the whole length of the platform, from 4 to 5 feet wide, the lower edge of which should be $3\frac{1}{2}$ feet from the top of the platform. *f*—Aisles. The inner aisles should be from 16 to 18 inches wide. The outer aisles from 36 to 48 inches. *ddd*—Seats for two pupils each. The desks should be from 40 to 48 inches long; and the desks and seats should be from 30 to 36 inches wide, and adapted, in height, to the age of the pupils. *c*—Closet for maps, books of reference, &c. *s*—Stove. The dotted lines an air-box, 10 inches square, to admit pure air. *vv*—Ventilating tubes, 12 by 10 inches each. They should be placed within the room, and made of thin boards, perfectly tight, and smooth on the inside. They should be united in the attic, and lead through the roof. On the top of which there should be a ventilating cap. *ii*—Settees for recitations. *oooo*—Doors. *uuu*—Windows.

Blackboards should be placed entirely around the room except in the narrow spaces between the windows. They should be from 4 to 5 feet wide for large scholars, and 3 or $3\frac{1}{2}$ for small ones. The lower edge should be from $2\frac{1}{2}$ to 3 feet from the floor. Every school-house designed for both sexes should have two entrances, one for each sex. There should also be two separate backyards, enclosed with a high tight fence. The entrance to the water-closets should be through the basement, or through doors on the outside which should be kept locked. This is a very important arrangement, and has too generally been overlooked. The best interest of a school cannot be secured without it. It is desirable that there should be a basement under every school-house. The bottom may be covered with a floor, with brick or with hydraulic cement. The basement should be divided into two parts, one for each sex. There should be a well in the centre, and a pump and sink in each part. A part of it can conveniently be used for storing fuel, &c. The best mode of heating a school-room is by coal or wood furnaces in the basement. When stoves are used, the pipe may be conducted through the floors, well protected by soap-stone, into a chimney in the attic. In this way valuable room may be saved, which would otherwise be occupied by the chimney. It is also desirable that the teacher's desk be placed at the end of the building at which the pupils enter. This is far more convenient for the teacher, and for those who visit the school.

Single desks are generally to be preferred to double ones. The whole expense for room and desks is about twenty per cent. more. When practicable, the house should be so placed that pupils as they sit, may face the north. In rooms to be used in summer as well as winter, it would be better that there should be no windows on the south. In all cases there should be outside or inside blinds. Outside blinds are to be preferred to keep a room cool. Inside blinds can be more easily managed to modify the light. The gable end should also be toward the south, since by this arrangement the roofs would be much less heated in summer. On the ceiling of every school-room the four points of the compass should be painted in distinct colors, with letters designating the several points.

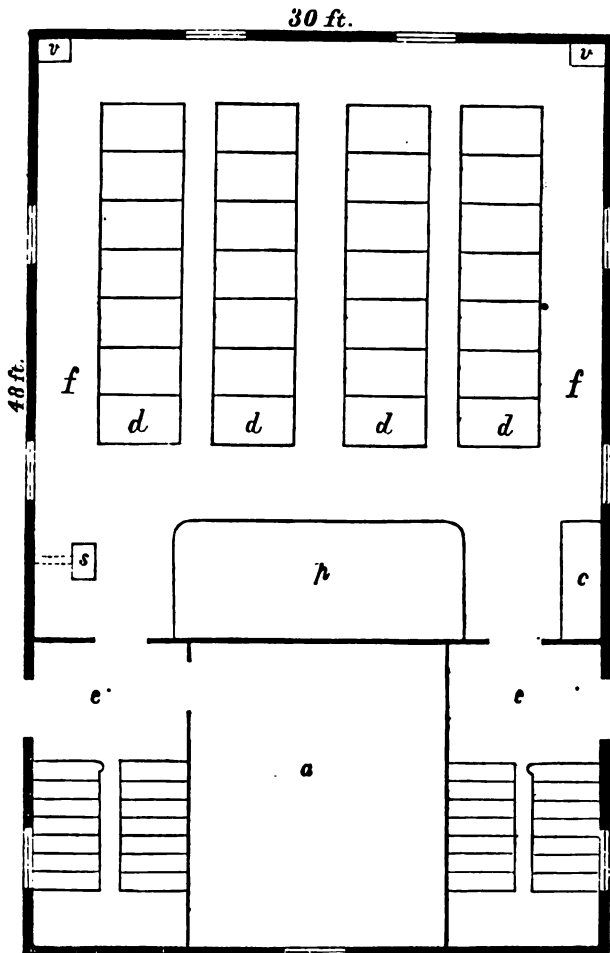
No. II.



PLAN NUMBER TWO.

This plan is essentially the same as the preceding one, excepting in size. It is 36 by 26 feet inside. This can be adopted when it is desirable to sacrifice convenience for economy. It will be perceived that the outer aisles are much narrower than those in the Plan Number One. Wide aisles are much more convenient for scholars to stand in during recitations, and to work at the blackboard without being annoyed by others passing them. It is also important that the aisles be wide enough to accommodate settees on days of examination, &c.

No. III.

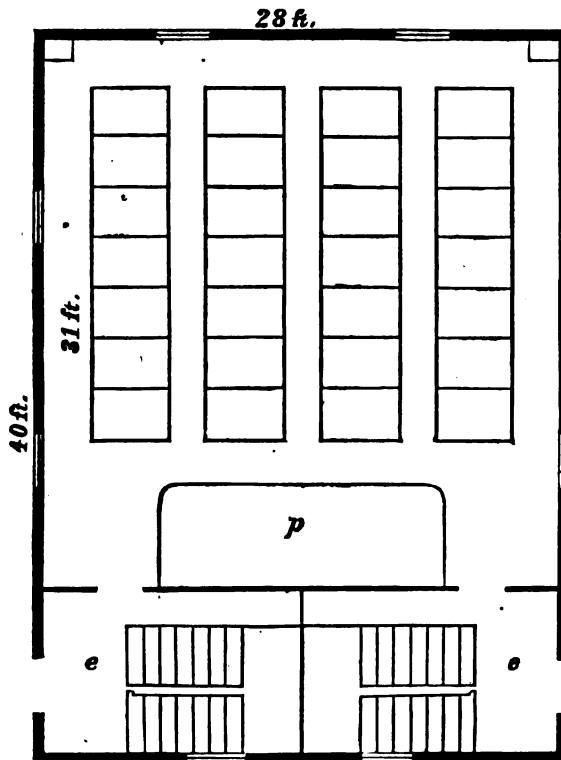


PLAN NUMBER THREE.

This represents the ground floor of a building two stories high. It is 48 by 30 feet inside. The description of Plan Number One will apply to this, with the exception of the entries.

e e—Entries, one for each sex, 16 by 8 feet. *a*—Anteroom. The one on the lower floor communicating with the boys' entry, the upper one communicating with the girls' entry. There never should be winding stairs in a school-house. They should be made as represented on the plan, or in some form with broad steps. The landing places should never be directly opposite the door. The rooms should be from 11 to 13 feet in height. In large schools the outside door should swing outward, to enable the pupils to rush out easily in case of an alarm.

No. IV.

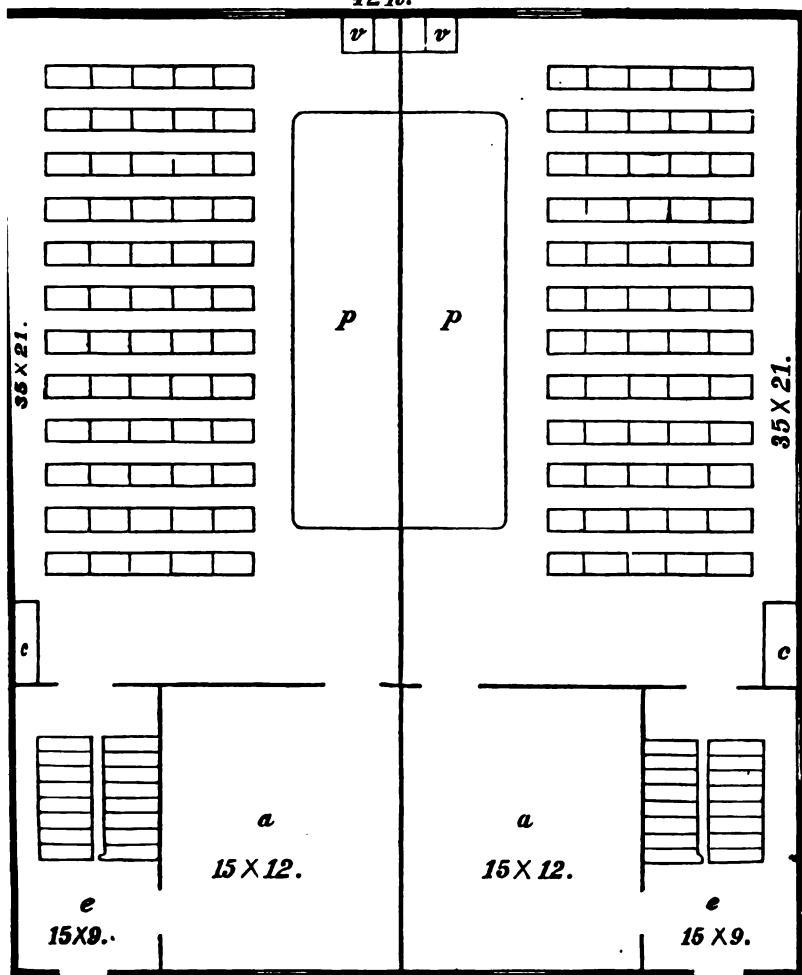


PLAN NUMBER FOUR.

This differs from Number Three, chiefly in its size. Its dimensions are 40 by 28 feet inside. It has no anteroom, and the entrances are on the sides. There should always be a basement under houses constructed after this plan. This should be divided into two rooms, which should be well finished, warmed, and lighted.

No. V.

42 ft.



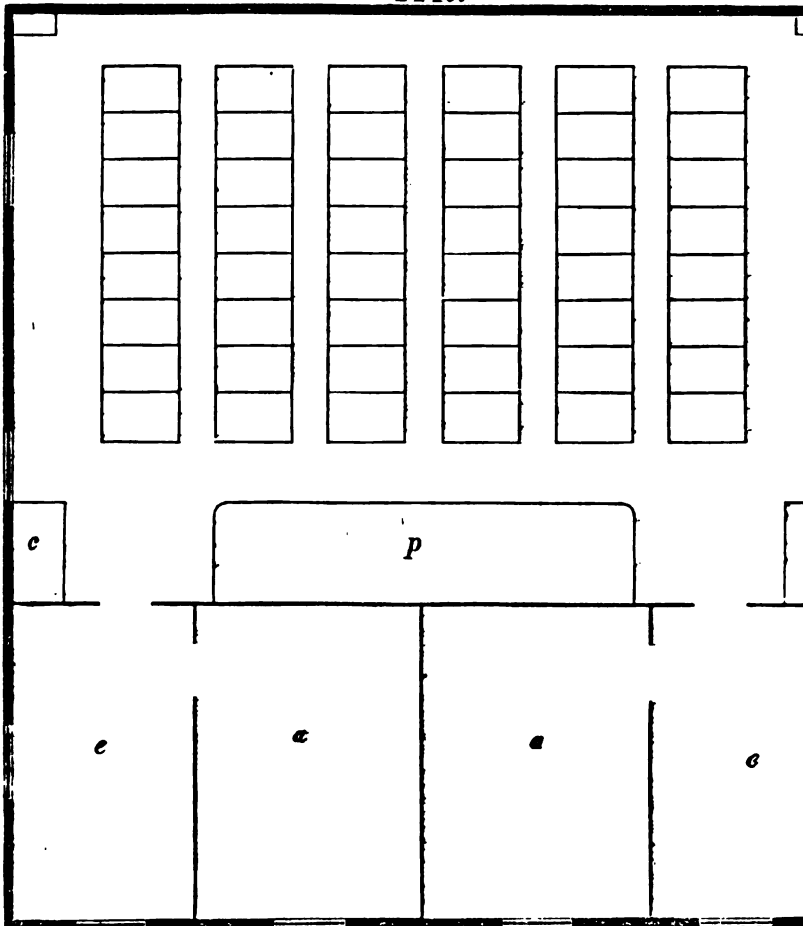
PLAN NUMBER FIVE.

This represents the lower room of a building two stories high. Its dimensions are 80 by 42 feet inside, and contains two rooms and two anterooms that may be used for recitations; and two entries, one for each sex. The doors are at the end, but when it is practicable it would be better to have them on the side.

ee—Entries, 15 by 9 feet each. *aa*—Anterooms, 15 by 12 each. *cc*—Closets for books and apparatus. The windows should be so placed as not to be directly opposite to the teacher. Neither pupils nor teachers should be compelled to face a strong light.

No. VI.

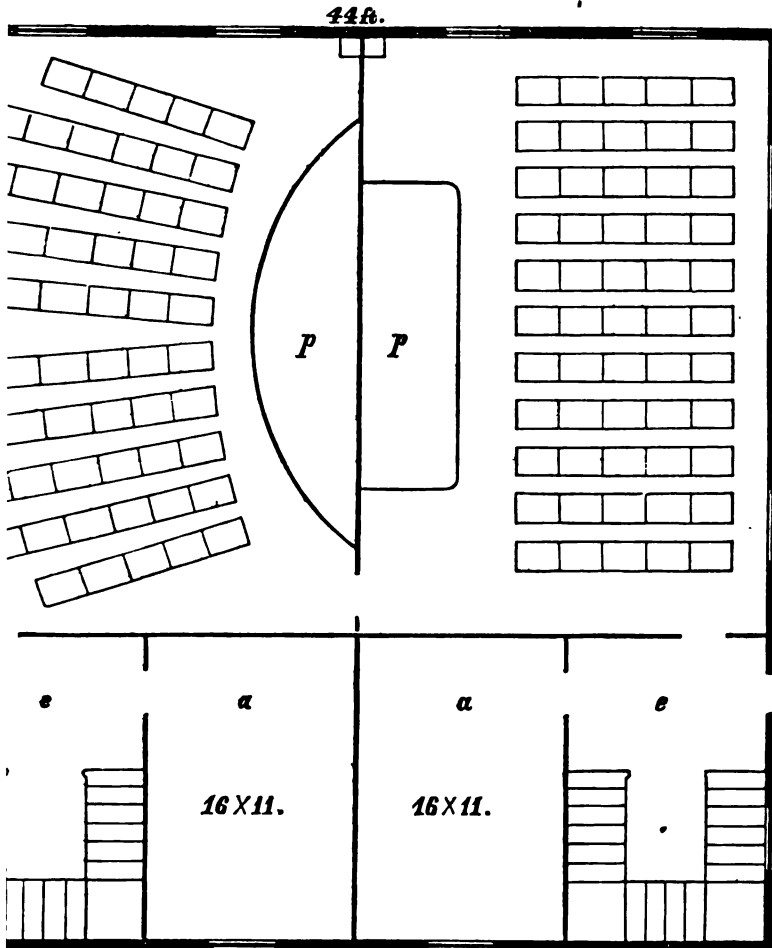
44 ft.



PLAN NUMBER SIX.

This is a plan of the upper room of a building, the lower floor of which has been described in Number Five. It contains one school-room, 44 by 31, two recitation-rooms and two entries. The school-room will accommodate 96 pupils. The recitation-rooms can be used as an assembly-room by pupils, in the morning and at noon. There are many serious objections to large rooms, excepting for advanced pupils, who learn most of the lessons out of school. The testimony of nearly all experienced teachers is against large rooms for schools in which there are numerous classes.

No. VII.

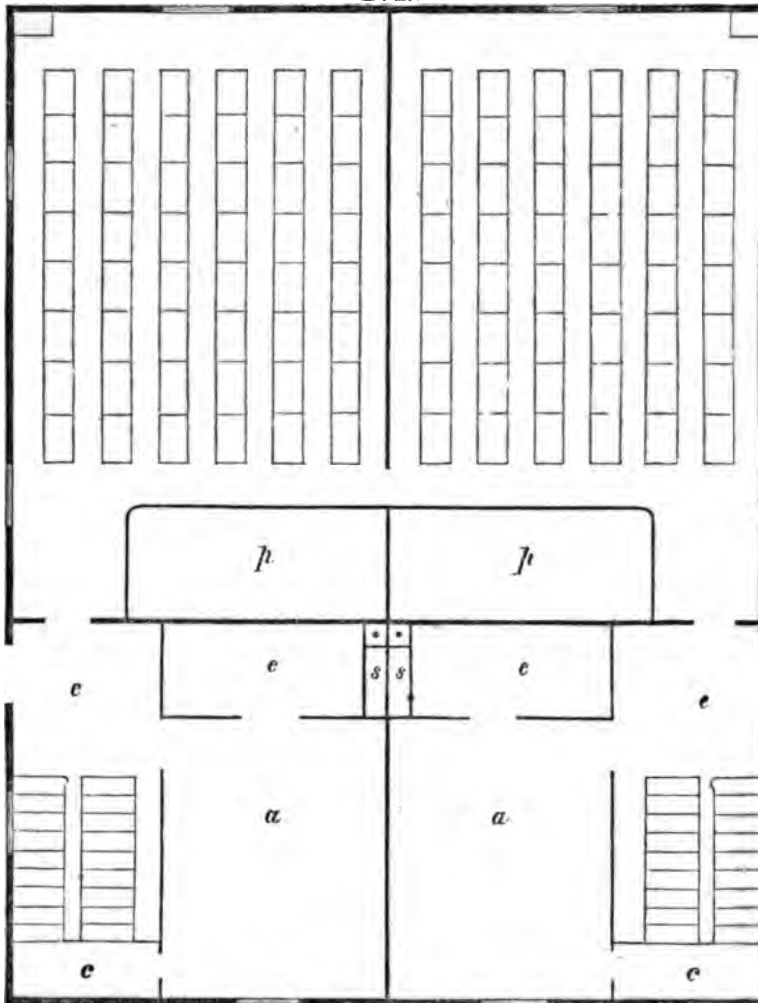


PLAN NUMBER SEVEN.

is a plan of the lower floor of a building 48 by 44 feet. It contains two rooms for primary or intermediate scholars. Two modes of arranging the seats are presented, that may be adopted. The entrances are on the sides. The form of the stairs differs from the preceding plans, and has some advantages. There are two anterooms, 16 by 11 feet each.

No. VIII.

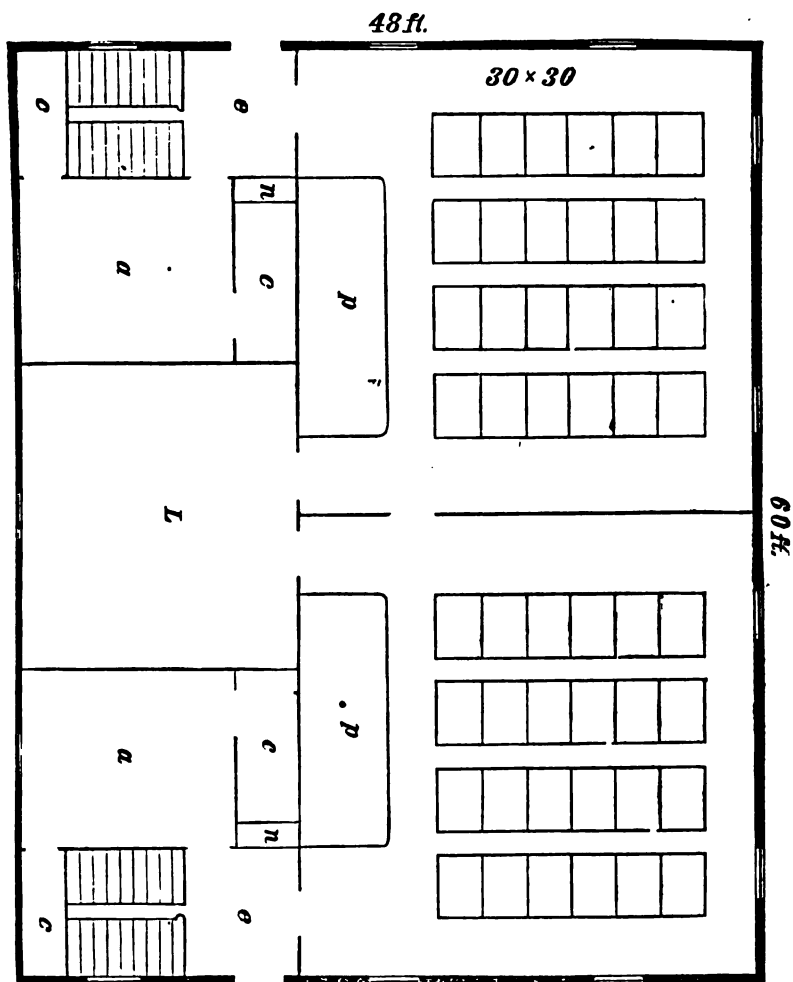
10 ft.



PLAN NUMBER EIGHT.

The dimensions of the building represented by this plan are 52 by 40 feet inside. There are two rooms on the lower floor, for small scholars. The entrances are on the side. There are two anterooms, with closets, in which there is a sink and a pump, communicating with each. This and Number Nine are regarded as the best plans for houses four stories high, containing four rooms each. There are many advantages in having the stairs as represented on the plan, as they occupy less room, and there will be much less disturbance by pupils going up and down.

No. IX.

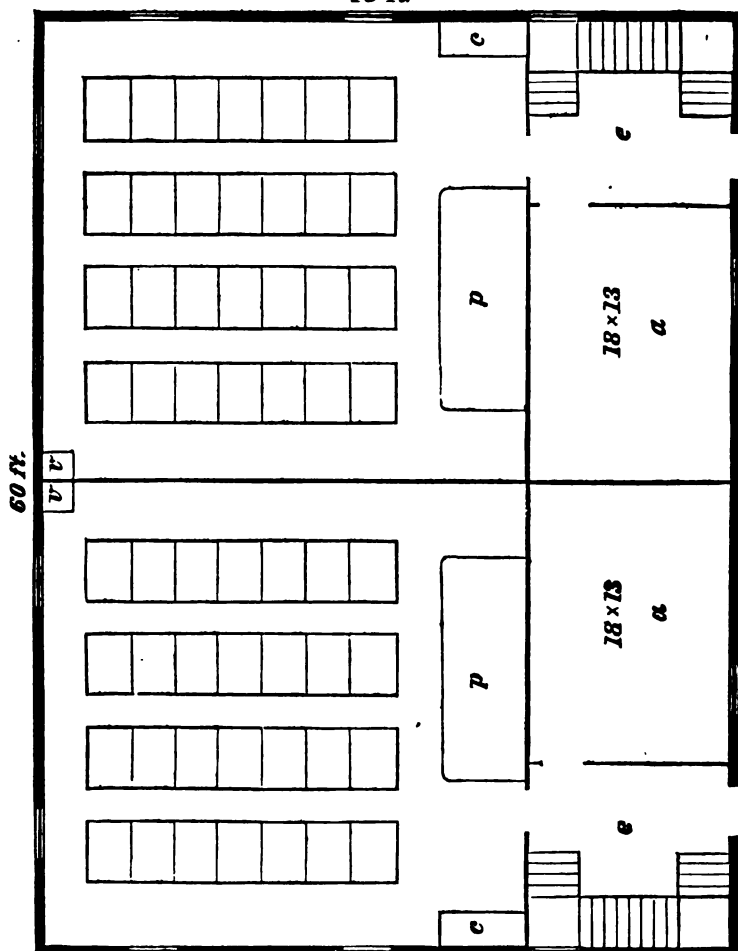


PLAN NUMBER NINE.

This is similar in its outline to Number Eight. Its dimensions are 60 by 48 feet inside. The entries, anterooms and closets are the same in form as Number Eight. It has also a large recitation-room or library, (marked *L*) communicating with both rooms. This combines more advantages, perhaps, than are to be found in any of the plans presented. If the building is built two stories and a half high, a large upper room might be finished for assembling the whole school at stated times, or one or both of the partitions might be made to slide up by weights.

No. X.

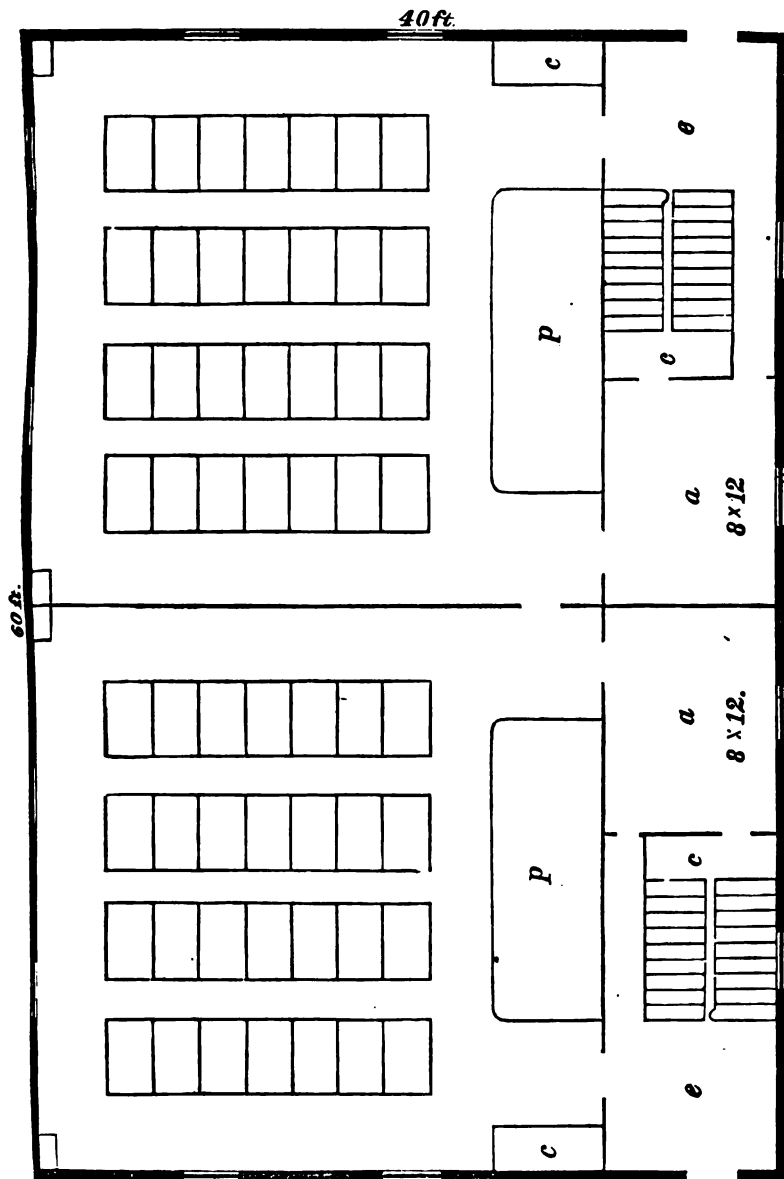
45 ft.



PLAN NUMBER TEN.

§ The dimensions of this building are 60 by 45 feet inside. The entrances are on the end. The form of the stairs is similar to Number Seven. In other respects it resembles plans already described.

No. XI.

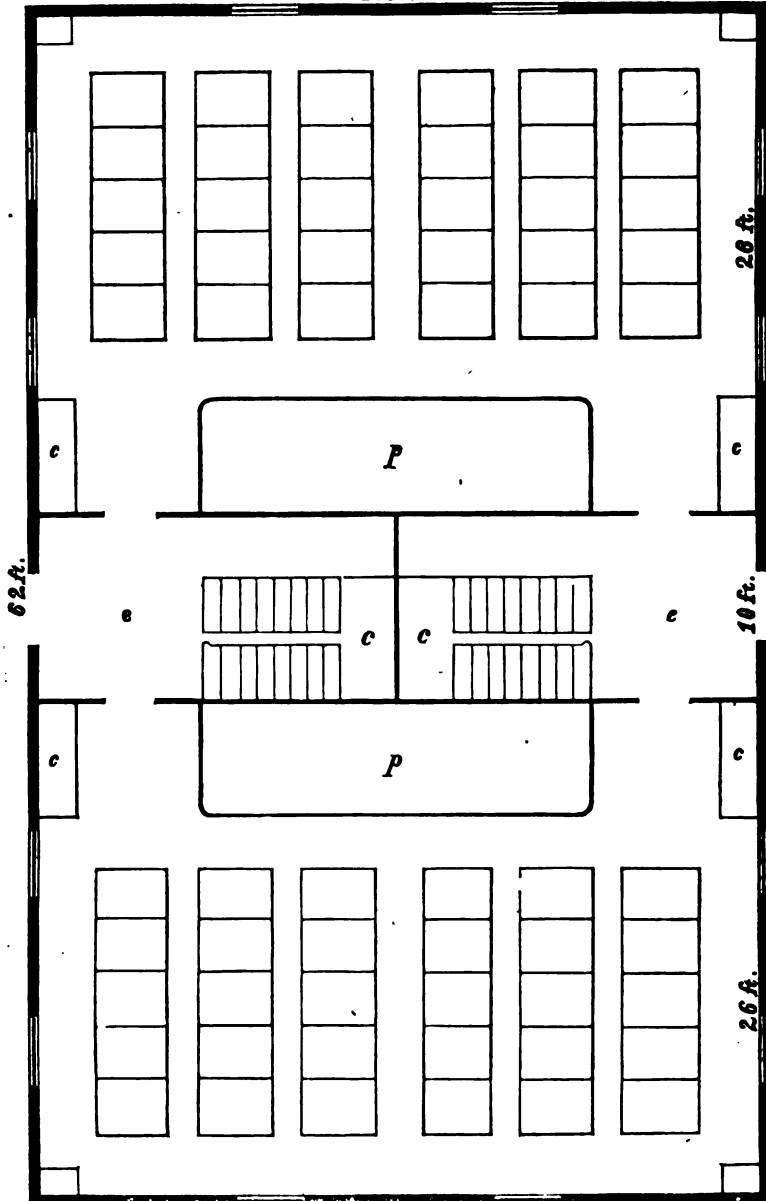


PLAN NUMBER ELEVEN.

The dimensions of this building are 60 by 40. It differs from the preceding chiefly in the size of the entries, and in the form of the stairs; also, in having much smaller anterooms. The entrances are also on the sides.

No. XII.

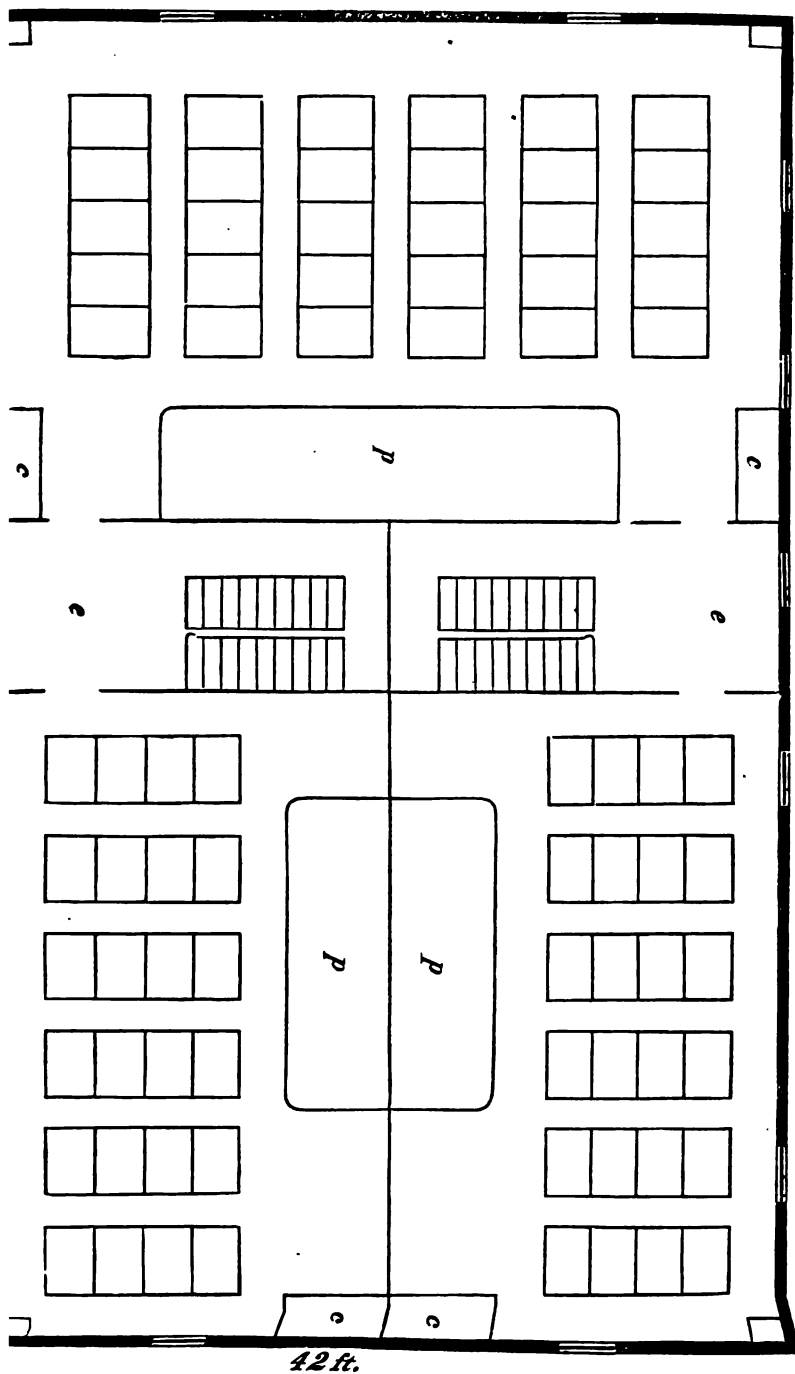
35 ft.



PLAN NUMBER TWELVE.

An excellent plan, when furnished with a suitable basement, where pupils can assemble in the morning and at noon, and at recess when the weather is unpleasant. The two entrances, one for each sex, on the opposite sides of the house, are a marked peculiarity of this plan, and are deserving of particular attention. When it is practicable, the entrances to the water-closets should be from the basement.

No. XIII.

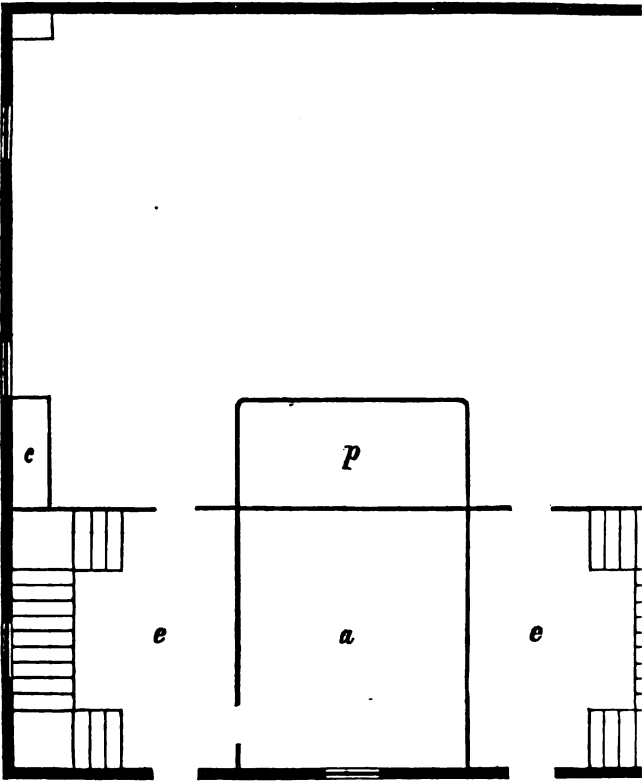


PLAN NUMBER THIRTEEN.

This represents the lower floor of a building, with three rooms on the lower architectural proportions are not very good. It is designed to accommodate where six rooms are needed. The arrangements of the rooms are similar to have been described.

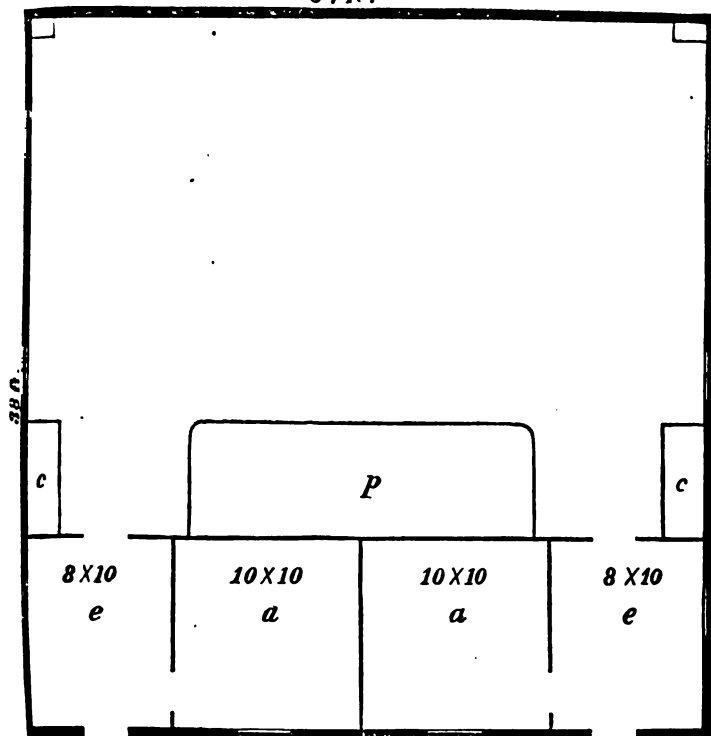
No. XIV.

37 ft.



No. XV

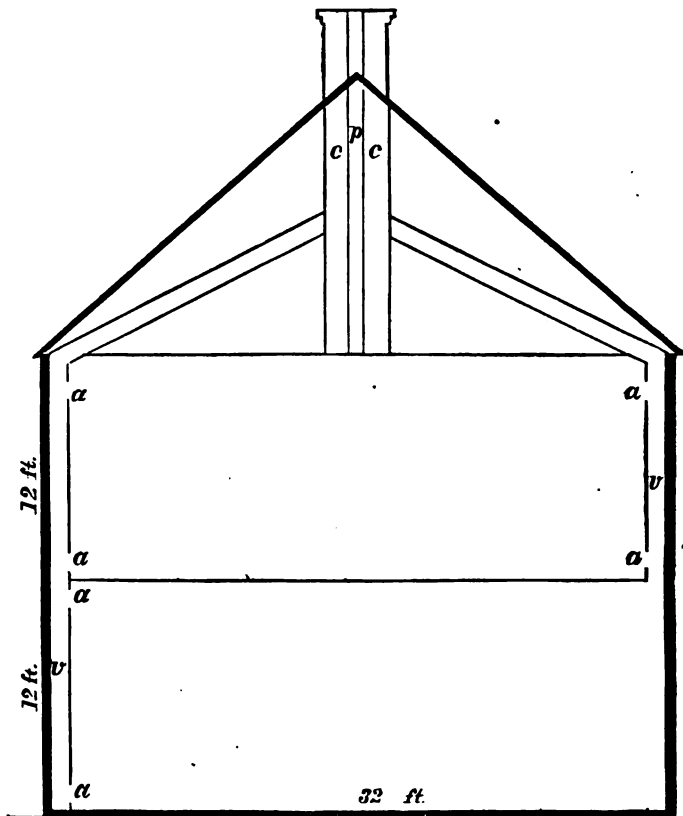
37 ft.



PLANS NUMBER FOURTEEN AND FIFTEEN.

These plans represent buildings of a cheaper construction than any of the preceding, and may be adopted when it is desirable to regard economy rather than good architectural proportions.

No. XVI.



PLAN NUMBER SIXTEEN.

This diagram represents a mode of ventilating one or more rooms by connecting the ventiducts with a chimney which surrounds a cast iron smoke-flue. *vv*—Ventiducts or ventilating tubes. These should be at least 14 inches square for a room containing scholars. *aa*—Apertures into the ventiduct. *p*—Cast iron smoke-flue, resting on stones in the attic floor. *cc*—Chimney surrounding the smoke-flue. This should contain as many square inches as the ventiducts leading into it, after deducting the space occupied by the flue. The inside of the chimney should be circular, and plastered perfectly smooth. This mode of ventilating is applicable to any method of heating, either by stoves or by furnaces. The heat of the smoke-flue will rarefy the air in the chimney, and produce a strong draught in the ventiducts. This is regarded as the most effective and

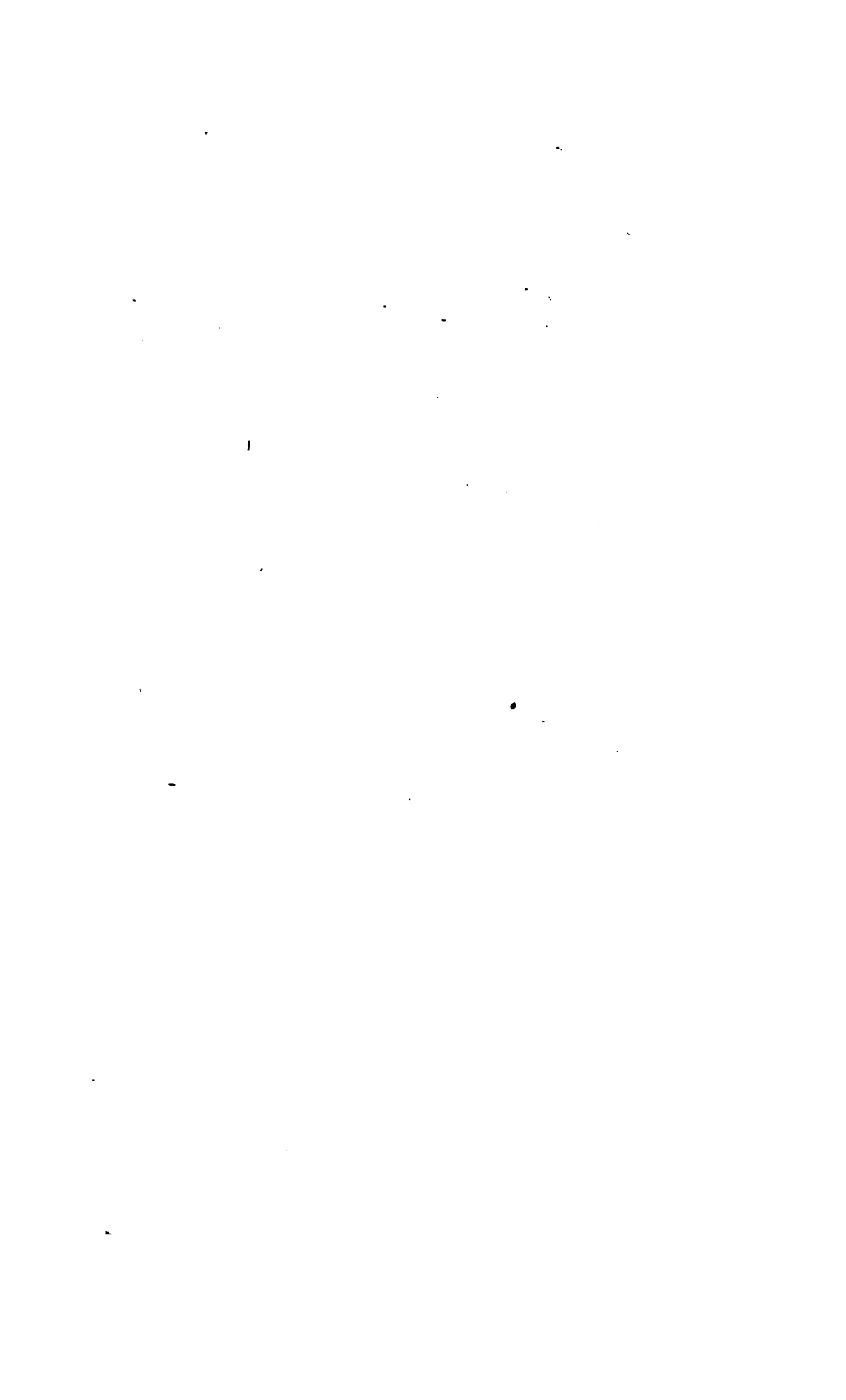
at the same time the most economical mode of ventilation. The lower aperture should always be kept open. The upper aperture should be closed, excepting near the close of the morning and afternoon session, when it should be opened. It has commonly been supposed that the impure air (carbonic gas) which is expelled from the lungs, descended to the floor. This has been shown by Professor Dalton and other eminent chemists, to be entirely erroneous. It has been ascertained by repeated experiments that carbonic gas diffuses itself rapidly into every part of the room: This being the case, the impure air must be drawn off from the upper stratum of the room, as well as from the lower. Some have supposed that an aperture half way between the upper and lower one, would draw off the impure air as it escapes from the lungs, and thus retard its diffusion. This, however, has not yet been established by satisfactory experiments. The deleterious effect of impure air is no longer questioned, and the necessity of some more thorough and effectual means of ventilation is urged by the most weighty considerations. In a room of 50 scholars, from 200 to 500 cubic feet of air are vitiated every minute, and unless some effectual means are devised for expelling the impure air, the most serious consequences must ensue.

The above hints and suggestions respecting the conveniences and inconveniences in the construction of school-houses, are the collected experience of a large number of teachers.

DIRECTIONS FOR MAKING BLACKBOARDS.

To 100 pounds of common mortar, add 25 pounds of calcined plaster; to this add twelve papers of the largest size of lampblack. This is to be put on as a skim coat, one-sixth of an inch thick to rough plastering, and should be made as smooth as possible by hard rubbing. It may also be put on to old plastering, after it has been thoroughly raked and prepared. This should be covered with a coat of paint, made in the following manner: To one quart of spirits, add one gill of boiled oil. To this add one of the largest papers of lampblack, after it has been thoroughly mixed with spirits. To this add one pound of the finest flour of emery. This paint may also be put on boards or canvas. This should be constantly stirred when used, to prevent the emery from settling. If too much oil, or if any varnish be used, the board will become more or less glazed and unfit for use. Some prefer to have the board behind the teacher green or bronze, which is more grateful to the eye. This can be done by using chrome green instead of lampblack. None but the very finest flour of emery should be used. Some prefer pulverized pumice-stone to emery.

NOTE.—All the Plans are drawn on a scale of ten feet to an inch, with the exception of Numbers Nine and Ten, which are drawn on a scale of twelve feet to an inch.



ABSTRACT

OF THE

SCHOOL COMMITTEES' REPORTS.



THE DISTRICT SYSTEM OF SCHOOLS.

SUFFOLK COUNTY.

CHELSEA.

Throughout the year past, the committee have endeavored faithfully to discharge their duties in visiting and examining schools, encouraging teachers and scholars, and in adopting such measures as seemed best calculated to promote the general efficiency of the educational system. And while thus employed, they have been led to reconsider the plan of our schools, the necessity of additional accommodations for children, the organization of the several grades of schools, and the courses of study pursued; and, generally, that entire system of agencies upon which depend the education of children, while under public instruction. To some of these points they respectfully solicit the attention of their fellow-citizens.

In a town like our own, recently settled, and with rapidly increasing and ever-changing population, it is hardly to be expected that a school system, perfect in its plan and complete in its instruments, should be organized in a day or a year. Some things would be found defective, because they were temporarily adopted to meet pressing emergencies; some things incomplete, since they are the subjects of growth and not of creation. Any plan, however wisely adopted at a particular time and under special exigencies, would be likely to require some change or modification to adapt it to later times and different circumstances. Sometimes the required change sweeps away an entire system. It was thus with the District Schools, which have entirely disappeared from the thickly populated portions of our town—not because the system had become an unfashionable garment, to be laid aside from mere caprice, but simply for the reason that we had outgrown it, and neither patching nor piecing would render it longer economical or serviceable.

The present plan of schools in Chelsea, as a system of instruction, seems to require no radical change for furnishing a good education. Some modification may render it more useful; and unquestionably, time, experience and attention, will make it more perfect and efficient.

NORTH CHELSEA.

As we have but one (the first) district left, and that nearly identical with the town, we recommend that it be made quite so, by abolishing the

District System. That this system has evils is satisfactorily shown by the late Report of the Secretary of the Board of Education, a large portion of which is directed against it. If we have escaped these evils hitherto, we may not in future. And, we believe that generally, a town is most efficiently served when the entire responsibility of the schools rests on a single committee.

ESSEX COUNTY.

ANDOVER.

Those who are the most thoroughly versed in matters of common schools, men who have given their ripest thoughts, and put forth their best and most successful efforts in the cause of common education, view the division of towns into school districts as a relic of olden times, well suited to other days and to other circumstances, but not adapted to the changes wrought out by the growth of society. It was the intention of your committee to have discussed this subject at length, in their present report, and to have brought it before the town for their deliberate and sober consideration. The present Secretary of the Board of Education, —Dr. Sears,—has spared them their labor.

BRADFORD.

The tendency of this stinted application of money for schools at home is to shut out many deserving youth of good natural talents, from the benefits of a good education, and confine the privilege to those who can seek it and pay for it abroad; a state of things which certainly ought not to be. Under a proper system, and one which has been adopted in some towns, a town like this might, at a small expense to the tax-payers, have the means of educating all her sons, who should show themselves good scholars, and be disposed to pursue a course of study.

GLOUCESTER.

The experience of another year has brought to the minds of the committee increased convictions of the wisdom of those measures by which the town assumed the management of their schools, and sought to impart to them greater efficiency and usefulness. In reviewing the circumstances connected with this important reformation, there is no more pleasing subject of contemplation than the unanimity of public sentiment which was alike its origin and encouragement, and the evidence of its necessity.

MARBLEHEAD.

For the last two or three years, it has been a prominent object to secure the advantages of system in the arrangement of the schools and the classification of the scholars. The public schools are divided into three grades, Primary, Grammar, and High Schools, with one Intermediate between the Primary and Grammar. The scholars of the same stage

advancement, are, by this method, brought together, and by an improved classification in each grade, every pupil receives a larger portion of the teacher's attention. This is an economy of money also, as well as of labor, for the less advanced, who can as well be instructed by a female, are not carried forward to the more expensive instruction of the master, till they are prepared to be correspondingly benefited by it. This principle of economic and efficient classification has been the basis of the committee's action in all their examinations for advanced standing. We believe it to be not only sound, but important to the success of our public school system.

ROCKPORT.

It is the opinion of your committee, that the time has fully come when the old District System should be given up, and our schools should be graded according to the attainments and real necessities of the scholars therein, as recommended by the Board of Education; and as many other towns have done with manifest and various advantages. They recommend, therefore, that action be taken on this subject, by the town, without further delay. At least they would hope that a candid, judicious committee may be appointed to take the whole subject into consideration, and report to an adjourned meeting.

WENHAM.

This district, with a judicious management of its funds, might have had two months more school than it did have.

This is one of the practical effects of having prudential committees do the business of engaging teachers. The money throughout the town will never be expended to the best advantage, until the superintending committee have the entire management of the schools.

WEST NEWBURY.

There is hardly a district which does not require some change in the school system to make it accomplish more for the good of the children. Your committee are of the opinion that more equal and higher advantages of education ought to be provided for our children, and may be, with very nearly the same annual expenditure as in past years. What the reform should be in detail, we may find no difficulty in suggesting so much as in rousing attention and securing an investigation on the part of the town into the whole practical working of our school system. Every one knows that there should be suitable school-houses, supplied with conveniences, furniture, apparatus, maps, &c. We can hardly be said to have these in at least half the districts—Nos. 1, 5 and 6. Now if those who superintend the schools had the power, the children would speedily see changes that would prevent them from being behind the age in the amount of their attainments.

The school committee do not feel responsible for the success of the teacher, because they have no choice in selecting him. It seems to your committee, that when so much money is expended, and so great moral and intellectual interests are involved, that the town *ought* to concentrate sufficient power in a board of their own election, who shall bear the responsibility of providing the best instructors, and of securing the best

schools, within reasonable expenditures. But the idea of concentrating power, takes away the sovereignty of that little territory called a district which the town have long allowed the liberty to rule their own school affairs. If "too many cooks spoil the broth," why should not too many sovereigns spoil the working of the Common School System? We have no other trust committed to representatives with such limited power. Indeed, there is not, there cannot be any ground for that illiberal jealousy which will elect men to office, and then deprive them of the power to execute its duties so as to gain the end desired.

MIDDLESEX COUNTY.

ASHBY.

There is an article in the warrant of the meeting of to-day, to see whether the town will abolish the District System. We would express no opinion ourselves in regard to the expediency of doing this, but we state some of the effects which would result from it, as there seems to be some misunderstanding in regard to it.

The abolition of the District System would not necessarily diminish the number of our school-houses, or remove them from their present places. It would place them under the control of the town, to be kept in repair and rebuilt when necessary, at the common expense. The teachers would be all employed by the general committee; scholars would not be limited to any particular lines, but might attend such schools as would be thought best, and could be changed from year to year as circumstances might require. The number of schools could be increased or diminished at different times, without the trouble of districting anew the whole town. The trouble, and oftentimes the legal difficulties in raising taxes in districts would be avoided, and especially the perplexity and cost of raising small sums for trifling repairs. The amount of money appropriate to each district might be easily changed, as different cases might require, so that equal school privileges should be bestowed upon all.

It is the opinion of the present and the former Secretary of the Board of Education, that the District System is a great obstacle in the way of improvement in our schools, and that school-houses, teachers, and scholars are all better where districts are abolished. Many towns have abolished the District System, and like the results so well that they would, on no account, return to it again.

Such are some of the results which it is supposed would come from the abolition of the District System. Whether it would be expedient for the town to adopt this course or not, there will be difference of opinion. It is worthy of candid and deliberate thought, and should not be hastily rejected or hastily adopted.

These several plans are suggested as subjects of reflection. We are not prepared to recommend the adoption of either of them, but submit them for such action as the wisdom of the town may dictate.

ASHLAND.

It seems evident to your committee that the present method of taking the power of contracting with teachers from the school committee, to whom it legally and rightfully belongs, and conferring it upon those who have no particular interest in the matter, (except it be of a personal nature,) and who are not accountable to the *Town* for the manner in which they discharge their duty, has been, is now, and ever will be, pregnant with evil, and only evil. In confirmation of this, we would introduce to your notice a part of the Sixteenth Annual Report of the Secretary of the Board of Education.

The evils pointed out by the Hon. Secretary, growing out of this custom, are evident to your committee; some of which they have seen developed the present year in a manner not easily to be mistaken.

Another source of evil to our schools, is, the small number of scholars which constitute most of them. Many of the school-houses are so situated as to accommodate but few scholars, whilst only one district in town has more than can be conveniently accommodated. In view of this evil your committee would say, let there be all proper efforts made to unite the several districts in such a way as to reduce the number of schools, and make them more permanent and of greater length.

Your committee are unanimous in the opinion, that the system of graded schools is the only correct system, and should be adopted as far as possible by every town.

BEDFORD.

This town, at present, is inferior to most of the neighboring towns, in regard to its means for early education. There is no town near that has not better school-houses, none scarcely where the schools have not been more improved than here.

We are beginning to experience the ill effects. Our houses stand empty; they find no purchasers. People leave us to go where they may enjoy greater advantages. Those who seek a place of residence find greater attractions elsewhere. The time has come when the excellence of the schools is one of the chief recommendations which a town can have in the minds of intelligent men. Shall we not seek to check these first appearances of decline among us? Let us make our schools what they should be, and we shall take the surest means to promote our outward prosperity, and the virtue, intelligence, and happiness of our children.

CONCORD.

The centre schools are now thoroughly graded, which is now considered of prime importance, and which the Board of Education is endeavoring to bring about throughout the State. The Primary, the Intermediate, and High School, have each their separate province, which renders the classification very perfect. The outer schools include the Primary and Intermediate, and with the High School they enjoy nearly the same advantages.

FRAMINGHAM.

Public attention should be directed to the radical errors of our system until they are corrected. Our schools are capable of indefinite improve-

ment. In comparison with past years they stand well, and furnish some indications of slow progress from year to year; but no such progress as is needed and demanded. In view of what they might become, and ought to be, our schools are in a miserable state. To say that they will compare favorably with the schools in this vicinity, is saying but very little, for the neighboring towns are laboring under the same difficulty, and until the radical defects of our system can be corrected, we see little prospect of our schools becoming efficient and improved as they ought to be. We are much gratified to find that some of these evils are likely to be soon removed, and we hope at the close of another year to report more manifest and general progress.

GROTON.

We regret to perceive among us a disposition still further to divide and increase the number of school districts. We have already quite a number, that comprise but very few scholars, and in most of them that number is not likely to be much increased. These schools must necessarily be short, notwithstanding they receive a much larger share of money in proportion to their numbers, than those districts which are more densely settled. If the present system of districting is to be maintained, (the utility of which is very doubtful,) it would be more desirable to lessen the number already created, than to increase it. We are strongly inclined to the belief, that it would greatly facilitate the cause of education, if all the towns in the State should speedily abolish the system of districting as now practised. The plan of a regular gradation of our schools could then be established, which would greatly add to their efficiency, while the amount of our expenditures would be considerably diminished. Moreover, the necessity of the appointment of prudential committees would cease, and the entire management of the schools would be, where it should be, in the hands of a committee chosen by the town.

HOLLISTON.

During the year which now closes, the schools, both Upper and Primary, of districts Nos. 8 and 10, have been very much too large, so as to render it impossible for teachers to give that attention to their pupils which would be desirable. For this reason, it is imperative upon the town to take such action as they shall decide best, to render justice to said districts. The Secretary of the Board of Education in this State, in his last Report, has taken and ably sustained the position, that it is expedient in the present state of affairs in our Commonwealth, to abolish entirely the District System, and place the schools immediately under the care of the town. There are many reasons why this would be advisable in Holliston. While it would injure no part of the town, it would greatly benefit its thickly settled portions. The different schools, which are now kept so near each other, could then be united, and graded after the manner more generally pursued by the larger towns, and thus, without increased expense, increased benefit would be derived. In the school thus graded, one male teacher only need be employed, having charge of the whole, and attending to the recitations of the most advanced classes, while its several departments might be in the hands of female teachers. The teachers being employed by the year, would not be frequently changed, and thus one

fruitful source of disadvantage would be removed. According to this plan, the selection of teachers would be in the hands of the school committee. No teacher can now be employed unless he shall first be "approved" by said committee. Then ought they not to be the best judges whom to employ? Besides, the office of prudential committee is usually a rotating office, and its incumbent may, or may not, be qualified to select a teacher.

LINCOLN.

The advantages of a system of graded schools have been recently very ably urged upon you by the Secretary of the Board of Education, and, as we believe them to be well understood, we forbear to enter into any lengthened discussion of them. Common sense would indeed seem to suggest, what experience abundantly proves, that the education, care, and discipline of children of tender years may be most safely intrusted to female teachers; while those of riper years and attainments, yield themselves more willingly and implicitly to the guidance of male teachers of ability and experience. Then you may have ever so many good school-houses, and good teachers, and unless you have a corresponding number of scholars, you cannot have good schools;—you cannot awaken and keep alive a thirst for knowledge, and a desire for improvement, half so easily or effectually, with a school of a dozen scholars, as in a school of four times that number; your committee believe that some scholars who have come here this winter, from the north district, and done themselves great credit, have made ten times the improvement they would otherwise have made, with a corresponding advantage to their manners and morals. We believe it is almost of as much consequence to consider who a child is to go to school *with*, as who he is to go *to*. It might also undoubtedly be demonstrated, that one half the expense which is now annually paid for the education of a few favored children out of town, added to the usual appropriation for schools, would afford facilities for education for all the children in town, equal, if not superior, to those now enjoyed only by that favored few. And your committee believe that such facilities would at once be given, were it not for local feelings,—because every man cannot have the school at his own door. Now we believe that the advantages of having the school very near, are vastly overrated. In this connection, we cannot forbear quoting the testimony of one of our own citizens, who removed from the centre to the outskirts of the town, a few months ago, and whose principle objection to the place he bought was, that it was so far from school. "But," said he, "I find it makes but little difference; my children can walk well enough in good weather, and when it is not I might as well carry them as do nothing." It is earnestly to be hoped, that we shall take no backward steps,—that having happily overcome what has long been the obstacle to good schools here, viz.: a suitable place, we shall make such liberal provision for our schools as will afford all our children the means of obtaining a good education.

LITTLETON.

Before closing our report, we will call the attention of the town to two or three important things.

First. Your committee are unanimously of the opinion, that the best

interests of the schools in this town, and of towns generally throughout the State, require that the power to select and hire teachers be left with the superintending committee, where the law has left it. That power is not a thing to be coveted; but is a thing essential to the highest prosperity of your schools. Under the present arrangement it will frequently occur, that teachers capacitated to instruct and govern a school of forty scholars, employ their energies on twenty; while those to whom twenty would furnish ample labor, are doomed to toil for forty. If the superintending committee hired all the teachers, this difficulty might be obviated. In addition to this, it is evident that the only safe and convenient mode of keeping incompetent teachers out of public schools, is to give them *no invitation*. If nominated by the prudential committee, they will either be elected, or an evil greater than their election will accrue.

Second. Your committee are also unanimously in favor of establishing a High School, for the following reasons:

1. By means of a well conducted High School, the same knowledge now acquired at academies abroad, could as well be acquired at home; and Littleton, instead of being a preparatory department or primary school to Westford, Groton, and Mount Vernon, would become itself an object of attraction—a seat of science—the centre of an intellectual fragrance which now “wastes its sweetness on the desert air.”

2. By acquiring this knowledge in Littleton, the five hundred dollars annually expended by its citizens in other places, would be retained here, increasing the wealth, and facilitating the business transactions of the place.

3. While the cost of sustaining such a school would be only about one dollar upon each thousand dollars of taxable property in the town, the increase of value consequent upon its establishment, would be at least one dollar on every hundred. The increase of property would be ten times the expense. It would secure this increase of value by keeping those who have large families to educate, in the place, and inducing others to move in. Without some such school, no large family would wish to move in; and some here will assuredly move out.

4. In such a school, owing to its classification, each scholar would, on an average, probably be in one-third of all the classes, and consequently receive direct instruction one-third of the time; while in a district school, he would not be in more than a fifth of the classes, and ought not to be reciting more than a fifth of the time. The advantages in this respect are great. We may add to this, the enthusiasm and excitement of mingling with large classes whose studies are similar and congenial;—also an escape from the wearisome repetitions of elementary studies, and the restlessness of children so small they cannot well be kept perfectly still. All these things tend to progress and improvement.

5. Those left in the schools, after a class from each had gone to the High School, would not only have more time and privileges than they now have, but feel that the school is for them; and the assurance that they could enter the High School at a certain age or qualification, would be a constant motive to diligence in study—a motive to allure them upward and onward. And if some of the winter schools by this process become so small that female teachers only are needed, it would be no calamity, since female teachers for small scholars are in many respects desirable.

6. Your public schools do not furnish all the instruction the community requires. To complete this work, some are sent abroad. But there are *others* who need education *as much* and to whom it would be *as useful*, who cannot go abroad to an academy. Their parents are not able to send them. They are entitled to your consideration, and the means of a good education should be placed within their reach.

7. High Schools are a part of our common school system, and in harmony with it. In this respect they differ from Academies. Academies belong to a few stockholders, High Schools to the town. If an Academy loses its vitality, a town has no remedy; but if a High School falters, it is the privilege of the town to give it direction, and supply it with energy. The intellectual fervor and enthusiasm in High Schools belong to the town—every tax-payer helps create them, and every scholar is benefited by them; but in Academies these things belong only to the *few*. Some Academies are controlled by denominations, and therefore cannot secure any thing like a general sympathy. Others are like those boroughs of England, which belong to a past age. As towns include *all the people*, and take *action every year*, we may expect them to live in the *present*, and for the good of all.

8. There is a demand for it. The Central School had forty-four scholars. If these had attended regularly, the variety in their studies and ages was so great, the labor required to teach the school would be sufficient for an ordinary district school of sixty-five, or a High School of eighty scholars. These remarks apply in part, if not wholly, to the old common school. The committee and parents see this, and know that in the confusion of studies, time and money are thrown away. They seek a remedy, and they are willing, in improving their own condition, to improve that of the whole town,—willing to let all share in the improvement. But if the other parts of the town should not concur in their efforts, they will seek, and ultimately obtain, a remedy that will benefit only themselves, and the opportunity of benefiting the other portions of the town will pass by. If the favorite theory of giving to all the schools an equal share of money, is to be continued and carried out, reason requires that the schools in some good degree be equalized—equalized as to scholars. It is not the territory, the land, that is to be educated, nor the tax-payers; but the scholars. The amount of property in a district has, and should have no effect upon the money to be expended there. The theory of our common school system is, that the State educates the people for its own benefit, and makes towns the agent of this education, and that the children of each town are to be, to a certain extent, educated by the property of each town—no matter who owns it. Though one man should own the property of a town, that property must still educate the children who live there. If, then, the object of the State is to educate children—not territory—to secure that object, schools should be made equal, as to the number of children they contain. To secure this equality, unless some of the school-houses that now exist, are shut up, two new school-houses would be required in the vicinity of the central and the old common schools, and an additional appropriation of three hundred dollars. These two schools contained more scholars than any other four, and the average attendance was larger. But these divisions and the building of these houses can be obviated by having a school that will take all above a certain age in the whole town, and no great

change will after that probably be needed in your schools for a long period to come.

We submit these remarks to the consideration of the inhabitants of this town, and urge all to examine our schools and school system, so as to see what needs to be done.

NEWTON.

On account of the change in the school system, the duties of this board have been unusually responsible and laborious. The members have desired to meet the demands of every part of the town, and to furnish to every child within its limits the best possible facilities for the attainment of a good education. Twelve meetings of the board have been held during the year. And, such has been the amount of business, and the necessity of careful consultation, that, in some instances, their sessions have extended in duration to six hours and upwards. Twenty-five teachers and assistant teachers have been appointed, and thirty have been examined. Ten teachers, previously in the employ of the town, were confirmed in their schools without formal examination.

The District System having been abolished, the town was divided by the committee, at the commencement of the year, into six grammar school districts.

All the schools have come under the graded system, except the school at Oak Hill. On account of the distance at which some of the scholars in that region are situated from either of the grammar schools, this school is continued under the old method, having a male teacher in the winter, and a female in the summer. But this district, in common with every portion of the town reaps benefit from the new system, inasmuch as all its scholars may enjoy the advantages of a High School education, whenever they are found competent to undertake it.

PEPPERELL.

The history of another year fully confirms the opinion before expressed, we believe, by other committees, that the interests of our schools call for a change in the *mode of selecting teachers*.

It is nearly the unanimous testimony of the superintending committees in the different towns throughout the State, that the power of selecting and examining (and approving or rejecting) teachers, ought to reside in the hands of the same committee; and that other things being equal, the general committee of the town are more likely to succeed in the use of this power, than the prudential committees of the several districts.

Your committee give in their united and earnest assent to this opinion.

Events have occurred in the town during the year past, which illustrate, to our view, the exceeding importance of making some *one* man, or some *one* committee *solely* responsible for the selection and the approval of those persons who are to teach in our schools.

READING.

No parish would settle a clergyman, merely because he had passed an examination before a council on theological points. The parish would be well aware that his success with them would depend upon his gift in imparting his knowledge to them, his ability as a preacher and pastor, and his special

aptitude to their peculiar wants. They, therefore, do not think of settling a clergyman till they have had him among them, and made the actual experiment. So, no one would be satisfied to intrust valuable concerns to a physician or attorney, unless, besides possessing an adequate knowledge of his profession, he had evinced a practical talent for usefully applying and using his knowledge. The same is true of a teacher. A committee can, by examination, discover something of his or her acquirements; but nothing short of actual experiment can determine the talent of such teacher to impart knowledge, and to conduct a school. To determine these points, the committee should inquire carefully into the antecedent experience of the proposed teacher, the education and circumstances of life in which the teacher has been placed; and much also must be judged from the bearing, demeanor, and apparent disposition of the proposed teacher. Now, all this the examining committee have no authority to do, when a teacher has already been selected and contracted with. They can only inquire as to attainments in learning, and whether the moral character is unimpeached. It may be added, too, that it is a very painful thing for a committee to reject a teacher who has been contracted with. That teacher is just coming into life, and such rejection might place a stigma upon a young character, or discourage young hopes and energies; and the committee will take the responsibility of rejecting only in a clear case of unfitness. From not selecting or not hiring a teacher in the first instance, no such consequences would follow. Hence, though the committee may say, in their consultations, "If it had been left to us, we would not have engaged this teacher," they may yet think it not a clear case for rejection. Now, if the superintending committee are, from their number and opportunities of information and judgment, or other causes, better qualified than the prudential committee, to say whether a teacher, who has been contracted with, is qualified in learning, it would seem to follow, from the considerations above stated, that the same committee is also better qualified to say, whether, in other respects besides mere book-learning, a person is qualified to teach. Again, each district has its peculiar characteristics, and so has each teacher. One teacher and one style of teaching may be suitable to one school, and not to another. The superintending committee may find that a teacher who is not succeeding to entire satisfaction in one district, would better suit some other district than the teacher provided for it; and by a mutual change, may see that both districts would be materially benefited. But if the teachers are contracted with by the prudential committee, the superintending committee have no authority to make such a substitution. Finally, where the teacher is contracted with by the prudential committee, such teacher is hired by the term; and cannot be removed sooner, by the prudential committee, in any event, nor by the superintending committee, unless a clear case of incompetency is made out. It may be that the school is poorly managed, and is deteriorating: that is not sufficient; there must be a plain case of incapacity, to authorize a removal. But if the teacher is contracted with by the superintending committee, they may contract to employ such teacher during their pleasure, and substitute another, without any flagrant case of incapacity being made out, whenever they think the wants of the school require it.

SHERBORN.

With the selection of teachers we have had nothing to do. This has been the work of the prudential committee in the several districts. A very large number of the towns in the State have changed their plan of operations in this particular, now leaving the business of selecting, as well as examining the teachers, where the law primarily places it, in the hands of the superintending committee. While we would add nothing to the present responsibilities and trials of this committee, we would request the people of the town to make themselves acquainted with the changes in other places, and the reasons for these changes, and to consider whether it may not be well to try the experiment here. We think at least the town is prepared to take the ground that the teachers shall be procured by the superintending committee and the prudential committee acting conjointly.

STONEHAM.

The old district and unequal system of our town has been wisely abolished, and given place to a new general system, less expensive in its administration, and more uniform in its operations. All the scholars now enjoy nearly the same advantages and receive nearly the same amount of schooling. In contemplation of a new system, the new houses were constructed to accommodate schools of different grades or orders of advancement. Under this arrangement our schools are now classified, and, as we believe, with the happiest results. Each school has fewer classes, and more time can be spent in each class. The mind of the teacher is less diverted, and less often called in rapid succession from one subject to another. Each scholar receives more of the teacher's time. The minds of the scholars are less confused, and there is sufficient time to investigate fully each principle as it may be taken up in course. It is thought that the beneficial effects of this arrangement have now been convincingly exhibited. The scholars have advanced more rapidly, and have made greater improvement under it, than under the former arrangement of mixed schools.

SHIRLEY.

You are well aware that the election of teachers has always devolved upon another, and entirely distinct class of officers, called district or prudential committees, between whom and the "general" committee there has not always been that intercourse, understanding, and mutual coöperation that the interests of the schools have demanded; and for this very good reason,—prudential committees have always performed a gratuitous service, and have not, therefore, felt that they could afford the time, or subject themselves to the trouble of attending the meetings of the "general" committee for the examination of teachers, and for deliberating on the best measures for promoting the educational system in their midst. They have, in consequence, had little opportunity to act in unison. The prudential committee has felt that his duty has been completed after settling the pecuniary terms and engaging the teacher; often leaving it optional with the latter to suit his own convenience about meeting the other committee, to decide upon his qualifications as an instructor. Now it frequently happens, that those who apply for the office of teacher, think more of the compensation than the duty, and hence, defer their meeting

with the "general" committee, until the hour in which their term of service is to commence; and then come without the least special preparation, and are astonished that their word, as to their ability to perform a most responsible service, should be for a moment doubted. Now were they as anxious to secure a good to their pupils, as they are to secure a pecuniary reward to themselves, they would gladly prove their ability for their place, by responding to the earliest call of the "general" committee, irrespective of the inconvenience and expense of an extra journey. Those two great pleas for their short-comings would be heard no more. Let us look at the consequences of this loose course of action.

The "general" committee appoint a day for the examination of teachers, it may be some three weeks previous to the commencement of the term; and having as yet, no legitimate intercourse with the candidates, they can only acquaint them of the appointment through the prudential committee who has engaged them. They assemble at their assigned place, but rarely, *very* rarely, find all the teachers there. Sometimes one-fourth, sometimes one-half, and even more are frequently absent. We had appointments of this kind, and not a solitary individual has responded to our call. The most common excuse for this remissness, is a want of convenience! Another season is appointed with a similar result, perhaps! Finally, as we have said, on the morning on which the school is to commence, the candidate appears, when it may be impossible to summon a full board of the committee, and his examination, which should be protracted for several hours, is hurried into the brief space of one, and then, often with some misgivings, which a longer time might have reconciled—he is sent off to meet his assembled pupils. Here, you perceive, there are several meetings of the committee, to effect an object that could be far better effected by one interview.

But this is not the worst feature of the case. The candidate may be found not qualified for his proposed undertaking. He was recommended to the committee by some distant friend or relative, or he may be some travelling pedagogue, with his pocket filled with certificates—which almost any man can procure—some itinerant from a college, with testimonials from the whole faculty, in his hand, and feeling that he had the confidence of his employer;—the prudential committee feeling likewise a confidence in his ability to pass the ordeal of examination, he gives his forgotten studies no fresh review, and then wonders that his absolute neglect of duty cannot be a satisfactory excuse for all his literary waywardness and stumblings! He is rejected, and what follows? The school, already prepared for operation, must be suspended until another candidate can be found, which at this late season is no easy task. Whereas, could a day be appointed for the examination of all the teachers of a term, some two or three weeks previous to the commencement of the several schools, and the candidates for teaching make it a point to be present, this evil might be greatly mitigated, if not wholly remedied. To effect a reform in this, and a number of other defects, which the limits of his report will not allow us to specify, one of two changes seems absolutely demanded; either,

1st. That there be a more general understanding and coöperation between the two committees that have this matter in charge, each consulting the condition and wants of the other; or,

2d. That the duty of engaging the teachers be entirely left in the hands of the "general" committee, where the law now leaves it, until altered by a special vote of the town. By the adoption of either course, much time, labor, and perplexity might be spared to both parties.

WATERTOWN.

We would also advise the adoption of the *general system*, as it is called, and the appointment of a larger committee, who shall be intrusted with the care of the schools, according to the general plan contemplated by our laws, and recommended by our legislature. The Report of the Secretary of the Board of Education on this subject, will well repay a careful perusal.

WAYLAND.

The statute of 1838 leaves it optional with towns to instruct the prudential committees to select and contract for teachers, or to take special action;—in which case, the whole duty of selecting, examining and employing them, is left with the school committee. For many years this town has adopted the former mode. This, in the opinion of your committee, is not the better course to pursue.

WORCESTER COUNTY.

ATHOL.

A deliberate survey of the comparative condition of the schools of this town, leads us to the following conclusions:—That, in some of them, rapid improvement in order, literary acquirements, and mental discipline, has been made within a few years past; that the efforts which have been made for the advancement of the cause of education by distinguished philanthropists, by teachers' institutes, and by the Board of Education, have been the means of accomplishing a vast amount of good,—in awakening in the public mind renewed interest, and in promoting the most advantageous modes of study and discipline; that the instruction in many schools has become more thorough, systematic, and correct; and that our teachers, generally, possess superior qualifications, and labor with greater success than formerly.

But while such results may be said to have taken place in a few of the best of our schools, and, to a great extent, in a majority, and perhaps all, it cannot be denied that in all, serious evils still exist; that many radical errors still retard the success of these efforts, and that several of our schools are not very far advanced from their condition on the day in which they were first established. It is a fact which ought to awaken our earnest solicitude, that, while the friends of education have redoubled their diligence—while the Board of Education has rapidly extended its operations, and the appropriations of money for school purposes have been yearly enlarged, corresponding results in the elevation of the standard of education,

and the benefits conferred, have not always, to their fullest extent, been realized ; while, in numerous instances, the school remains unimproved.

The evils which have heretofore obstructed, and still continue to obstruct the progress of education, are the employment of inefficient and ever-changing teachers,—the want of a proper classification of scholars,—and the injudicious expenditure of money, in maintaining schools too large to be profitably instructed by one teacher, or when the number of pupils is no greater than one-third or one-fourth of that which might be instructed with equal benefit. These difficulties are incident to the present system of districting the towns ; and, though various efforts have at different times been made, they have been but partially successful. Under this system, whatever exertions or sacrifices we may make, we shall labor under disadvantages at every step.

The great question of the day, therefore, among the friends of education,—a question of vital importance to the further progress of the cause,—is the abolition of the District System of schools.

The last Report of the Secretary of the Board of Education portrays most clearly the principal objectionable features of this system. To that Report the committee would earnestly solicit the attention of the citizens of the several districts.

BARRE.

In closing this report, we feel it our duty to renew the recommendation of past years, one which has the warm approval of the past and present Secretary of the Board of Education, and almost every, if not every, school committee in the State, viz. : that the District System be speedily abolished. Let the town assume the ownership and control of the school-houses in its corporate capacity, and place the selection and appointment of teachers in the hands of the school committee.

BOLTON.

What seems to be most of all needed now to make our schools as efficient as possible, all they should become, in order that every young person growing up among us may thoroughly receive the elements of a good English and practical, or of a somewhat higher and more liberal education, (as under existing circumstances we are authorized in expecting,)—what is needed, that our schools may be what they ought to be, seminaries not only of vigorous intellectual development, but of healthful influences in manners and morals, is, first, a higher standard of public expectation ; and, second, more concert of action, more intercommunication and exchange of ideas, between the superintending and prudential committees.

These topics are not presented now, as you may be aware, for the first time, either here in the reports of your town committees, or in the more general ones of the Secretaries of the Board of Education ; but their importance must be our apology, if any be needed, for introducing them again, more particularly the latter. The difficulties growing out of the state of things to which these topics relate are ever recurring ; and we feel confident in the assertion, that you never have a committee whose action is not more or less hampered by those difficulties. Let us, in a somewhat extended statement,—the materials for which are not drawn from the ex-

perience of any one year, but of several,—endeavor to see how the case stands.

Whatever may be their action in other cases, in the selection and election of other officers, in the choice of a superintending school committee, it is to be hoped, most towns throw away every other consideration, whether of a political or sectarian nature, but the presumed fitness of the candidates for the place; and appoint, to discharge the functions of that board, men deemed of competent learning and of good character, who are supposed to have a feeling of interest in the general progress of society, and of the educational movement more especially. The committee thus appointed, it may again be hoped, are informed, with some degree of accuracy, of the general condition of things in regard to education throughout the Commonwealth. From personal observation, from the reports of other committees, from papers issuing from the Board of Education, from other documents which have been sent, they know what is the position of schools in other towns, what is demanded of teachers, what improvements have been made in text-books, and in the whole art of instruction and school-discipline, what standard of attainment is enforced among scholars of particular grades, and so on; and they feel a certainly not unworthy emulation to be up with the times, that the schools of their town shall not be in the rear of those of other towns, or of the general movement.

Meantime, the prudential committee, busy about his spring or fall work, with no especial interest in the subjects referred to above, with not much information concerning them, and with such casual opportunities as he may have, is looking up his teacher for the summer or the winter school. In the course of his somewhat vague seeking, the name of a young lady is mentioned to him, and he knows, or else hears, that she is amiable, kind-hearted, well-behaved, every way estimable; but he does not know, oftentimes,—for he has had, very probably, no opportunity to put her to any kind of test,—that, however worthy and excellent she may be, she is not in reality thoroughly trained and prepared for teaching school; that perhaps she is one (unfortunately the number of such is not so small as might be wished,) having but a dim and imperfect conception of the processes she will be obliged to explain to others; one who cannot stir a foot without the crutch of a text-book; one who has learnt mechanically, as a matter of memory, not of understanding; and who would be utterly baffled in the attempt to give an account of any faith that is in her, either in regard to language, geography, or numbers. But of this young lady,—in fact in this mental condition, though he does not know it,—he hears that she would like to teach the school in his district, and that the “material aid” would be of great service to her. To assist the natural inclination of our prudential committee-man to save farther trouble in the matter, (for this is work to which very likely he does not know how to set himself about,) other and noble motives come in—disposition to oblige, compassion towards the young lady; and so a conditional contract with her is made, that she shall have the school, provided the superintending committee give the requisite sanction. And here, for the present, we leave the parties, and suppose our committee-man once more engaged in looking up a teacher for the winter. A Mr. Anybody has applied to him. And who is Mr. Anybody? A very worthy young man, certainly, (as perhaps all his papers and credentials show,) a good son, a good brother, a good

neighbor, a good workman, correct, temperate, exemplary in all respects, far as known. But he is not so distinctively a teacher as many of our young men are, who, though not intending perhaps to pursue the vocation of life, yet very zealously and faithfully—by reading, conversation, visiting schools, and otherwise—endeavor to prepare themselves to follow it efficiently while they do. Though an excellent farmer or mechanic, working hard, and earning his wages, our friend has given no thought, and made no special preparation, to qualify himself for the work of giving instruction to others. None of his faculties look that way, none of his training looks that way. When he went to school, which was years ago, he was instructed by old-fashioned methods, and he knows of no others; improvements which have since come into use, he is not informed; of any valuable treatises on teaching and management, he has not so much heard; having but little occasion to use his mother-tongue, except for common purposes, he knows but little about it; his modes of expression are coarse, vulgar, and ungrammatical; and his example, if not his precepts, in these respects, must be hurtful. But, without doubt, he is a worthy, meritorious man; and on that ground, for there has been no opportunity for any other, (unless indeed, some motive of private friendship or regard may come in,) he is engaged for the winter school.

In due time, notice appears, that the superintending committee will meet such a time and place to examine candidates for the summer or winter schools. The day must be one *near, very near indeed*, to the time for commencing the schools, or not a soul will give any heed to it. Sometimes even then; for more than once we have known candidates to present themselves at nine o'clock on the very morning that their schools were to begin and then to manifest considerable resentment that they were not allowed to commence without going through the usual inspection. In town, the examination is generally held on the afternoon of the Saturday before the Monday on which the schools are to begin. Some hour or two after the time appointed has arrived, committee and candidates are gathered, (save one or two absentees, who will come by and by, some other way, when it suits their own convenience,) and the process called examination begins. Our young lady, or our other candidate, Mr. Anybody, is present; and, as we would say in another kind of transaction, are "put through their paces." However it may be with the other candidates, but, for our present purpose, we will regard as properly qualified, with our young lady or Mr. Anybody, (whichever it may happen to be,) the real condition of things soon begins to appear,—perhaps a hesitating and interrupted mode of reading, like that of a person who seldom reads at all, or that of a scholar in the second class; failures in the spelling and defining of words of not unfrequent occurrence: ideas not altogether clear of the first and simplest rules of arithmetic; notions of geography not much beyond mere map-knowledge,—hardly a glimpse at an enlarged philosophic acquaintance with the subject;—but perhaps, notwithstanding all this, the power of going through a certain prescribed routine of question and answer, provided that routine be not much varied from. Usually, one of the committee,—his mind meanwhile like a paper image between two bodies, positively and negatively electrified, vibrating between the "ideal" and the "actual," between his conceptions of what a teacher *should be*, and his knowledge of what, alas! he *is*, in a "strait betwixt

two," between a wish to do his duty, and a genuine sympathy with the evident distress of the candidate ; feeling, in fact, like one who is obliged to put another to the torture when he would gladly do otherwise, wishing to bring himself to a decision some way,—finally one of the committee asks, "Have you read the 'School and the Schoolmaster'?" "No, sir, I never saw the book." "Palmer's Prize Essay?" "No, sir." "The past volumes of the Common School Journal?" "No, sir," "Have you ever attended a Normal School or Teachers' Institute?" "No, sir, I never had a chance. I have lived in — and in —, but never where I could go to a Teacher's Institute."

The examination is over. It has been, to the committee at least, like taking a sleigh-ride when the snow is half gone ; very little pleasant gliding over a smooth surface, much bare ground, much hard scraping, and excruciation of the nerves.

Our committee compare notes. The young lady, or Mr. Anybody, they agree, has got through after a sort,—in some respects has done pretty well ; at any rate, they have not quite failed. A benevolent member suggests, "He or she (whichever it was) evidently was very much embarrassed ;" another adds, "Perhaps our method of questioning was new" a third still feelingly remembers "the pains and penalties" of rejecting a candidate, having been through that mill more than once, and naturally has no very particular desire for a repetition of the process. "What shall we do then?" is the question. "Shall we give a certificate?" Let us see what will happen if our committee do not. The school, expected for long weeks, and all ready to begin on the following Monday, will have to be kept closed. Twenty, thirty, or forty scholars, as the case may be, will have to remain at home, to the great annoyance of their parents, a fortnight perhaps, or more ; nay, perhaps the whole summer or winter, if the committee are too exacting, and other candidates do not succeed better ; and that the chances at that eleventh hour are not favorable to much better success, the committee know full well.

Then the prudential committee, nonplussed, not knowing perhaps where to turn, will be put to great vexation and trouble to procure a new teacher ; most, if not all, of the good teachers, meanwhile, having been taken up by other districts or towns. Very likely, considerable additional expense must be incurred. Very likely, the feeling will be general throughout the district, that the committee are arbitrarily using their power ; and great irritation accordingly will be felt against them. Perhaps the friends of the rejected candidate, if they do not give the committee a regular caning, will give them what is expressively termed "a jawing," which is almost, if not quite, as bad (we do not speak without knowing). All these considerations, with others, present themselves. "After all, Miss — or Mr. Anybody may keep a good school ; suppose we let them try." "It is not always those who pass the best examination who keep the best school ; nor the reverse." "The scholars in that school are not much advanced." These and other suggestions are presented ; and so our committee decide to "compromise," and to vote themselves, "constructively," satisfied, and give a certificate accordingly.

The school begins and continues, it may be, with some measure of success. Effort may not be wanting, though skill is. Not to enlarge on this subject, it makes out, we will say, to hold its own ; it works

through, and in due time ends ; and the district is perhaps a little better off than if the school had not kept at all.

It would be easy to give particularity to these remarks, and to say, Compare such a school and such a school, or a school under one administration with the same school under another administration. How different the whole air of things ; the scholars hardly seem like the same persons ; how different even the expression on their faces ; how different one's own feelings on going in ! We are aware that other and different causes concur, sometimes, to make these changes ; but enough. Our object, in the picture we have attempted to draw, is to show the town, as we said at starting, the necessity there is for concert of action, exchange of ideas, comparison of views, between the superintending and prudential committees. In our opinion, such experiences as we have indicated above would be far less likely to occur, if the prudential and superintending committees conferred together on the wants of each particular school, on the qualities most needed by the master or mistress of that school, on what is demanded by the times, and other topics of a like nature ; and if, as the result of such conference, the prudential committee used his best endeavors, without regard to particular individual interests, to furnish the school in his district with a teacher such as its condition required. As it is now, what a school shall be during any particular season is very much more a matter of chance than it should be.

One season the school flourishes, another it drags ; at one time taught by a man completely furnished for his work, active-minded, thoroughly informed, with intelligence disciplined by study ; at another it is in the hands of a teacher tremblingly conscious of his deficiencies, and whose hopes of success must be based on some doctrine of chances known only to himself. It ought not so to be. This fluctuation in the condition of schools, if it can be avoided, *should be* avoided. But it cannot be avoided by the superintending committee, alone and unaided. It does not choose the teachers. It possesses only a *veto* power, always, and perhaps with good reason, whether in president or school committee, odious in its exercise ; and therefore never to be used but under the strongest as well as dearest sense of duty. Every prudential committee-man, surrounded by an atmosphere of public opinion, stimulating him to great exertions, feeling how much is at stake, should adopt every precaution to guard against a failure. Perhaps, after every precaution, failures would sometimes occur from causes that could not be foreseen. No superintending committee, we presume, even if a statute of the Commonwealth does give them that power, would desire to have the appointing of the teachers to the schools. It would add greatly to their responsibilities and cares ; but since, by usage in this town, they do not have it, we reiterate, there should be *some concert of action between them and those who do have it*. Our schools can never rise to a permanently higher position until there is such combined action.

The topic we have just presented we feel to be the most important one for the time being ; but we will not longer occupy your time with these general remarks, but present such other considerations as we may wish to bring before the town incidentally, as they may be suggested. It is well known, of course, to our citizens that we have no proper districts, with well-defined boundaries, &c. ; but our school-houses are numbered, and by

common consent, certain families are supposed to belong to one district another.

BROOKFIELD.

The topic discussed in the last Annual Report of the Board of Education, namely, "the District System of Schools," is, in the view of the committee, of no ordinary importance, and is widely agitated throughout the Commonwealth. They commend it, therefore, to your earnest and candid attention. The plan proposed is to abolish the District System and place all the schools under the immediate care of the town; or to do away with the district lines, and bring all the districts together into one and place them under the care of the town's committee, so as to constitute one district, with many schools. The advantages of this arrangement are thought to be, first, better school-houses, as all parts of the town would be equally cared for; second, better teachers,—as the care of providing the would devolve upon the same, and a more competent agency; third, greater equality of school advantages and an order of education required in the times; fourth, saving of expense by equalizing the better, the number of scholars in each school, and in some cases diminishing the number of schools; fifth, a greater equality in the distribution of the school money. It is hoped that ere long all the districts in town will be united in one, and placed on a common footing of equality of advantages.

GRAFTON.

The committee would repeat their recommendation of last year, that the school district system in our town be abolished. We have no space, without swelling this report to an undue length, to adduce the reasons and arguments which favor such a measure. In our opinion they are abundant and satisfactory.

HUBBARDSTON.

We wish to suggest, before we close this already lengthy report, the importance of some improvement in our present system of employing teachers. Under the present arrangement the responsibility is very easily thrown from superintending to prudential committees, and from prudential back to the superintending again; indeed, it rests nowhere, and none are made to feel it. When a failure occurs, the prudential agent finds it very easy to say, "The person that I employed was well recommended, as an energetic and very trusty person, and one that would be very likely to succeed well. The superintending committee approved my selection, and giving a certificate. Under such circumstances, I cannot be held responsible for the failure." This excuse appears very fair, before we hear that of the superintending committee, which may be as follows, and be truthful too: "The teacher complained of, we knew was not fully qualified for every particular for the task of governing and instructing such a school. But, (he or she, as the case may be,) was brought before us on the morning of the day the school was to commence; the scholars were already assembling, we knew the members of the district were prejudiced in favor of the candidate, we were in doubt whether a better would be procured if we rejected that one; or if a better one was secured, we feared the district would be disaffected because of the rejection of their favor

candidate, and cast their influence against the incumbent, so as to embarrass, if not ruin the school. The case was not a very clear one. We feared. We had some doubts. We should not have contracted with such a person ourselves, but after the matter had gone thus far, we thought it best to approve; indeed, that appeared to us to be the course most likely to secure to the school a peaceful and prosperous future." None can deny that circumstances sometimes exist that will fully justify a superintending committee, in approving a candidate that falls a little below a just standard, and these circumstances be productive of a failure. We know of no way to escape a liability to these circumstances, and their consequent misfortunes, but to place the work of contracting with teachers, in the hands of the superintending committee.

LANCASTER.

The mode at present adopted by the town, of empowering the prudential committees to select the teachers, is attended by the inevitable result, that in some of the districts individuals may be selected as prudential committees by rotation, or because no one else will take the burden, who are either incompetent to perform the duties of the office, or who have not an enlightened interest in the cause of education. A still more serious obstacle to the realization of any considerable advancement in the condition of the schools, is the want of the graded system among us.

OXFORD.

Your committee believe that the change proposed in the report of last year, would greatly advance the interests of your schools, and their usefulness; and earnestly recommend that their successors be required, as they will be without a vote to the contrary, to employ all the teachers for your schools the year ensuing.

We would invite your attention next to the prevalent disposition to sustain small schools near by, in preference to larger ones at a little distance. The true policy is a middling-sized school well classified, where a teacher may awaken an ambition and interest among scholars.

To compare the advantages of large and classified, with small schools, we will select the two extremes:

District No. 7 has one hundred and sixty persons between five and fifteen. A scholar in this district may attend school eleven months, for less than three dollars.

District No. 8 has ten persons between five and fifteen. Their expense for teachers and wood has been eighty-two dollars and seventy-five cents, and had five and one-fourth months of school. Thus five and one-fourth months of school in this district costs for each scholar the enormous sum of eight dollars and twenty-two and one-half cents; while in the graded school it would cost less than one dollar and fifty cents.

PHILLIPSTON.

Much is said at present about the evils of the district system.

Though from our scattered population, we cannot have graded schools, perhaps some temporary modification of our schools would be advisable.

No. 2 does not in our opinion receive one-fourth the benefit from their money that they might, if they would discontinue their school, and pay

their money into the adjoining districts, for the privilege of sending to their schools. They would thus increase the length of the other schools in the place, and enjoy long, good schools, instead of the short, lifeless ones to which they are now doomed.

SPENCER.

We will only add that the question, which is now attracting the largest share of attention from the friends of our common schools, relates to the expediency of abolishing our school districts. The opinion is fast gaining ground, that the interests of our schools would be advanced, were the districts abolished. Then the town would own all the school-houses, and the committee of the town would hire all the teachers, and have the whole superintendence of the schools. The committee would then engage no teacher, till they were satisfied that he was qualified to teach.

STERLING.

The great obstacle in our way, both as regards school-houses and the supply of teachers, is that which is commonly called the District System. Your committee are most fully persuaded that we must abolish that ingeniously bad system, before the schools can take the stand they ought. The whole charge of the schools should lie in the hands of the town, and town agents.

TEMPLETON.

There is now a set of persons every year introduced into the schools, and when there, constituting the lowest grade among the teachers, whom the school committee, if selecting for themselves, would never begin to negotiate with; or at least, upon instituting an examination, the committee would decline making any contract with them.

The committee, acting for the whole town, would moreover be able to distribute the teachers with reference to the peculiar wants of particular districts.

It is considered a well fixed principle of our free institutions, that the same source from which public money comes, shall control its expenditure. In case of the schools, the money is raised by votes of the town, and is obtained by equal assessment on the property of the *whole town*, not by grants and taxation in the separate *districts*. And the method of selecting teachers by a committee of the town appears entirely proper and safe when we consider that as the town annually provides what amount of money it pleases for the support of the schools, so it would from year to year appoint the committee to superintend its expenditures.

WARREN.

For the good of the town at large, for the equal distribution of school privileges, for opening a door to the poorest child in Warren, leading the highest educational plain, abolish your districts altogether; thus leaving your wisest and best men the freedom necessary to the accomplishment of the greatest good.

However desirable it may be, we do not expect you will be so well satisfied of the utility of the proposed change, as to bless yourselves with it this year. But we *do* earnestly hope that it will be seriously considered

by you, believing that it must ultimately commend itself to your minds, as the best step you can take towards the perfection of your school system.

WEBSTER.

The Secretary of the Board of Education has presented certain cogent and powerful reasons for abolishing the whole of the District System, as it now exists. We hope that every one will read the Report, and judge for himself. We would not that you should act hastily in the matter. A proper conservatism demands of you to weigh well the character and effect of any change which you may make in a system of such vital importance as that of our common schools. But if you shall be convinced, as we are, of the truthfulness of his views, and shall be convinced by the testimony of those who have tried the system, and have found that it worked well, then act in accordance with that conviction.

WINCHENDON.

The attention of the town has heretofore been called to the present awkward and absurd mode of procuring teachers; but they wish to keep it before the minds of the people, till it is fully understood and appreciated. To have one set of men to look up and engage teachers, and another to examine and approve of them, seems so singular, that one is tempted, at first thought, to think there must have been a powerful reason for the arrangement; yet we are unable to discern any satisfactory reason for it. By the present mode, the district agent is made careless as to whom he shall bring before the school committee for examination, while the hands of the latter are often tied by the preceding action of the former.

HAMPSHIRE COUNTY.

HADLEY.

Most of the suggestions that occur to us, have been made in former years. One thing we feel inclined to repeat. The law contemplates the procuring of teachers by the town committee. But here it has never been done. No such desire has been expressed on the part of the town. The committee have not been covetous of the responsibility. They have felt a delicacy in recommending a change. They do not intend to do so now. They cannot, however, refrain from expressing the conviction, that the adoption of the change would be an advantage to the schools of the town. We have no fault to find with prudential committees. Our intercourse with them has been pleasant. But there is an evil inherent in the system. It has been called, with truth, "double-headed." There is not unity of action. Both committees are sometimes thrown into a very delicate and embarrassing situation, when the intentions on all sides are perfectly good. If the general committee make all contracts with teachers, they may rea-

sonably be expected to secure those as good as those obtained on the present plan, and they would feel far less delicacy in rejecting an unworthy candidate of their own engaging, than of another person's.

HAT FIELD.

In asking your attention to the condition of the schools during the past year, we would say, as most of the towns in the State have said emphatically, that by the present mode of employing teachers, the two committees are continually conflicting with each other. The town chooses a committee to superintend all their schools; each district chooses a prudential committee to take the charge of its own schools. The district agent presents a candidate for an examination, it may be on the morning the school is to commence. He may be a stranger to both committees; his answers to questions proposed may be prompt; but there are many things requisite to constitute a good teacher, which cannot be known by so brief an interview; and it may be, many circumstances would justify the committee in rejecting the candidate. But the school is to commence that morning the scholars have collected; and besides, the agent cannot afford to look up another teacher, and then most of them are engaged at an earlier day.

We would respectfully suggest, that the duty of selecting teachers, which legally devolves upon the town committee, be left with them; not that we would increase their responsibilities, but for the good of the school. The town committee are selected from, and by the whole town, and are more "permanent body," and usually take more interest in the school. Such a committee would retain a tried teacher in the same school for succession of terms, and perhaps, years; thereby avoiding the serious evil of a frequent change of teachers.

In regard to grading the schools, it is hardly necessary to say, that some change is demanded, and what that change shall be, the town must determine.

If it is economy for the town to employ five teachers during the winter term, to instruct one hundred and twenty-five children, living within one and one-quarter miles of a central point, who could be better instructed by three teachers if properly divided and graded; if it is economy for the town to employ three teachers during the summer term, to instruct sixty or seventy scholars, when two would do the work better—then re-arrangement is necessary.

According to the present state of the districts, and mode of dividing the school money, there is great inequality in its distribution. Some of the districts have eight or nine months' school in the year, and a surplus of money. Others have only six or seven months. This inequality has been the source of much complaint, and not without reason.

HAMPDEN COUNTY.

GRANVILLE.

Another point to which we would invite your attention, is your present manner of hiring teachers. The provisions of the statutes upon this subject seem to be, that the power of hiring teachers shall exist in the hands of town committees, unless vested in the hands of some other persons by a vote of the town each year to this effect. The custom in this town has been to give to the prudential committee of the respective districts this power, to which there exist practically many valid objections. 1st. It is almost universally considered by members of districts as a burden to which they must submit patiently when it is "their turn;" get along with as easily as possible for one year, and then *inflict* upon some one else. The result of this feeling and of this system of rotation in office, is, that the responsibility of hiring teachers is a great part of the time in the hands of those entirely unacquainted with the business, and who pay no attention to the requisite qualifications of teachers, if the *price* be right; and our schools are in too many instances "struck off," as are the *town's poor*, to the *lowest bidder*. 2d. The system of rotation in office of prudential committee, brings with it a continual change of teachers. Each new committee will have some friend or relation to whom they will give the preference, regardless of qualifications; or they may have some trivial personal objection to the old teacher, and an entire stranger is each year sent into school.

Any one who will reflect for a moment, will see the objections to this course. A stranger must acquaint himself with the disposition of the school, and the peculiarities of many of the scholars, and arrange them into classes suitably. Much time is thus wasted, which might be saved to the districts, if the practice more generally prevailed of hiring the successful teachers for a succession of terms. 3d. Under the present system teachers are not brought forward for examination until within a day or two of the time for opening the school, although days are always set apart for that purpose by the town committee. There is then no time to look up another teacher; and town committees are, without doubt, many times induced by the urgent solicitations of prudential committees, to approbate as teachers those whose qualifications are far from being satisfactory. 4th. Districts are sometimes divided against themselves, and the doings of one party or section are sure to meet with the disapprobation of the other; and the teacher must, on this account, come into the district prejudged and predestined to condemnation by one faction or the other.

The advantages thus to be derived from allowing the power of hiring teachers to remain in the hands of town committees, are: 1st. They would more generally retain approved teachers for successive terms in the same school. 2d. From an acquaintance with a greater number of teachers, they would have a better chance of making appropriate selections for the respective districts; and, 3d. The teachers would be selected with refer-

ence to their qualifications solely, and would enter the school under no obligation to any particular faction or individual in the district. The change would seem at first to be increasing the burdens of the town committee, but we do not believe that this would prove true in practice, as it would certainly do away with more than an equivalent number of vexations attendant upon the present system.

This change we would ask for our successors, with the earnest conviction that it would subserve the best interests of the schools.

LONGMEADOW.

You will desire to know *why* we cannot speak more encouragingly.

1st. Because the schools, in too many instances, have suffered from the great disadvantages of inexperienced and inefficient teachers. The *fundamenta*' and wholly indispensable requisite, and the main spring of success lies in the wise and careful selection of energetic, devoted, and experienced teachers. Your committee have wished for thorough examinations, not merely to test the book-knowledge of the candidate, but to know concerning his general character, his energy, temper, his tact and aptness to communicate, his acquaintance with the most approved methods of teaching, and his previous experience. In order to do this, *careful* inquiry is requisite *before* the examination. But for this no opportunity is given to your committee. You have thought it best to take the responsibility of selecting candidates out of our hands, contrary to the design of the law and by a special vote, to transfer it into the hands of the prudential committee. We have no objection to this; nay, we prefer to be relieved of the trouble of selecting candidates, *provided*, the prudential committee will be sufficiently faithful in fulfilling their trust.

We may know of twenty candidates whom it would be desirable to present, but we cannot present them. We have earnestly invited the prudential committees to counsel with us, but we hardly ever see them till just about the time when the school must begin, and then we must take the candidates they offer. We appoint a day of examination that we may meet the candidates and the committees together, in order that the examination may be conducted openly and fairly. But on the appointed day *one* or *two*, or perhaps *three* persons, are presented for examination; and not one of them may be such persons as we should have selected. They may be very young and wholly inexperienced, and wanting in many essential elements of success. But if they undergo a passable examination on mere matters of book-knowledge, though with much risk and misgiving, we must give a certificate; and though there may be any number of teachers *known to us*, whom *we might* have put into the schools, and *adapted* them to the peculiar necessities of the schools: still, none of these can be candidates, unless chosen by the prudential committee.

Supposing that we *reject* the person offered; then, first, we may offer the prudential committee; next, the relatives of the rejected person; the wound and mortify the feelings of the candidate; and finally, throw bone of contention into the district; so that, if we accept another candidate, he, or she, may labor against disadvantages arising from prejudice and ill-feeling. Thus we are embarrassed, and tempted to be more less remiss in our examinations; and the consequence is, that the school will be but poorly provided with teachers. We are compelled to ~~sa~~

cherishing not a single particle of ill-will, *that, as a general thing*, prudential committees rather hinder than assist the town committees.

MONSON.

there are some evils which neither the committee nor the district school committee. They are *organic*, or pertain to the system of *geographical districts*; and for which no remedy, so far as we can see, is adequate, except abolishing the present arrangement of districts. A bill is now before the general court of this Commonwealth, authorizing the several town committees to dispense with school districts; and intrusting to *one* committee the duties now performed by two. Important ends, it is supposed, may be attained by such a change.

There has always been found to be more or less want of coöperation between the superintending and prudential school committees. The superintending committee gives notice of a time for the examination of teachers. Three or four may be present. The remaining ten or twelve, instead of any appointment, come "like a continual dropping in a rainy season" at as many different times, it may be, as there are teachers to be examined. The committee, of course, are called together unseasonably, to great inconvenience, and at the same time occasioning needless expense to the town. During the past year there have been no less than twenty meetings of committees for the examination of teachers; whereas, proper coöperation of the two committees, or with one committee to perform the work of both, *two* meetings, or at most *four*, would have been quite sufficient.

There is often a great want of regard to fitness for the office, on the part of the district in the choice of their prudential committee. Men are sometimes chosen who have no knowledge of the qualifications of teachers. In some districts the office is held by a sort of elective rotation, so that all are equally in the *onus* and the *honor* of it. The selection of a member is a mere matter of favoritism, without regard to qualification. A gentleman in power selects some daughter, niece, cousin, or, if he be a young man, some *dearer* friend, and the superintending committee have to hold before them the delicate alternative of approbating the teacher, or rejecting the committee. And it often happens, moreover, that the teacher is presented for examination on the morning for the opening of the school; so that if approbation is withheld, the whole arrangement for the year is disturbed. Under such circumstances it is not strange that the committee, in the risk of greater evils, feel constrained to license even against their judgment. Every successive prudential committee, moreover, has its own friends, who, like political partisans, hold that the spoils of the office, are, of right, the gift of the predominant party; so that however successful the teacher under the previous dynasty, a new one, and often wholly inexperienced, as well as untried, is now employed. The result is, constant change in teachers, loss of all system looking to permanent progress in instruction, and often unpleasant bickerings and contentions among neighbors.

Abolishing the School District System puts the selection of teachers into the hands of the superintending committee. Their position makes them acquainted extensively with good teachers, with whose services they may easily supply all the schools. Knowing the wants of different schools, as

well as the different qualifications and tastes of teachers, they may more easily secure adaptation of teachers to particular locations and wants; whereas, now it often happens that a teacher admirably adapted to the wants of a particular district, is employed in another of widely different wants, and fails. A case of this kind occurred the present year, where a teacher, utterly failing to accomplish any reasonable amount of good in one school, was transferred to another, where her tact and skill wrought out results which placed her school in the first rank for excellence.

There is also, under the present system, great disparity in the size of different schools, and consequently in the amount of money expended for their support; which by abolishing district lines, might in many cases be greatly relieved by a different apportionment of scholars to different schools.

MONTGOMERY.

Your committee would call your attention to the importance of having the teachers selected and hired by the town committee, instead of the prudential committee, as we do at the present time. On this question there is a diversity of opinion among our best informed citizens. Much can be said against the new mode of selecting the teachers by the town committee. It is agreed by some that were it left to them, there would be less interest felt by the inhabitants of the respective districts in the schools and in the management, than there is at present in the ancient method. This certainly would be a result much to be deplored, for there seems to be very little interest manifested in our schools at the present time. Another objection to the change in the usual practice is, that it would be attended with additional expense, as the duty of engaging teachers for all the schools would require some time of the committee. It has been a long established custom for the prudential committee to engage the teachers. It is hard to combat customs about which most people never take the trouble to inquire, except to see they are sustained. All present teachers are employed for particular schools, by the prudential committee in each district, and referred to the committee for examination. If the examination in the required studies prove any thing like passable, they must be allowed to teach, unless there are stronger reasons than a mere want of adaptation to teaching particular schools, or a want of energy and life. Let the town try the experiment this year, and if the mode of engaging the teachers by the town committee become unpopular, then the ancient mode can be again resorted to.

PALMER.

The committee would recommend the abolishment of the District System. It is the decided opinion of the State Board of Education "that the highest interests of the schools demand this." The committees of the towns, in their reports, and others interested in the cause of education who have given their attention to the subject, are almost unanimous in recommending it. The reports from those towns that have abolished the District System speak strongly in favor of the policy. The last Annual Report (the 16th) is principally occupied in discussing this subject. The committee would recommend to every citizen a thorough perusal of the Report. It can hardly fail to satisfy any that have doubts upon the exp

diency of the measure. It will eventually, doubtless, be adopted by all the towns. School-houses would then be built and schools sustained by the town, *where* there are scholars. There are several out districts in this town where schools are supported for a very few scholars, because there is a district. It would be cheaper for the town and far better for the scholars, giving them better schools and better teachers, to pay the board, or hire conveyance for the very few scholars that are so situated as not to be able to attend school in the more populous districts.

The present is a favorable time to adopt this measure, as there are several new school-houses very much needed. The town would then own all the school-houses; each of the present school-houses could be prized, and so much allowed to the members of the district. Those districts that have already provided convenient and ample accommodations for schools could have the value of their house credited to them. Thus justice might be secured to all. By adopting this measure, schools would be continued in all the principal districts as at present, only with more efficiency. This would avoid any clashing between the town and districts, or between the prudential and town committee. Better pay, better teachers, better schools, and larger schools would be the result. Where there are now two or three poor teachers, poor schools, poor houses, there would be one good teacher, and one good school through the year, in a good house.

RUSSELL.

Your committee would likewise suggest and recommend that the experiment be tried the coming year of giving to the school committee the employment of all teachers in the town. This has never been practised in the town. This is a method that seems to be gaining favor and ground throughout the State. Wherever adopted it seems to meet with general approbation. There are many arguments to support such a practice. Without detailing many, we will simply specify a few:—

1st. It brings under one responsible head a business now performed by a number of persons, and, as a consequence, bringing regularity out of irregularity.

2d. It tends to introduce permanency in the employment of teachers and the management of schools, where now all is change.

3d. The selection of teachers will be more likely to be a judicious and fortunate one, than when made by the prudential committee.

4th. It will be a saving of money to the town. Thus, if the teachers are employed by the school committee, *order* can be more easily introduced in the examinations to be held; more teachers can be brought together at one time for the purpose. Whereas now, if a time and place are appointed for the examination, one may be present, or perhaps none. Yet there has been a loss of time to the committee, and they must meet afterwards as often as a teacher is presented before them. Time is spent and cost is made in the examination of one teacher; the same, nearly, as if there were six.

These are some reasons for the adoption of this method. More might be adduced. We think it would be judicious in the town to make a trial of it.

SPRINGFIELD.

An attempt has been made, under the provisions of the city charter, to dissolve (with the concurrence of the several school districts) the district organizations, and effect a transfer, upon fair and equitable terms, of all the school-houses and other district property, to the city; thus placing the school department in future, entirely at the expense, and under the control and direction of the city authorities. The plan met with general favor, yet through the want of entire unanimity among the districts, it has not been consummated. The time has now elapsed within which the proposed change might have been made, in the particular mode prescribed in the charter; yet it can now be effected under the general law of the Commonwealth.

The proposed plan has many and decided advantages over the existing District System, in reference to the classification and arrangement of the pupils and of the schools, and to economy, system and convenience, in providing school-houses for different sections of the city. And it is very desirable that this object should be accomplished, so soon as it can be done consistently with a due regard to the feelings and rights of all concerned.

WILBRAHAM.

The committee, a year ago, recommended to the town to abolish the District System of schools. We think it proper to present it for your consideration again. It is a subject that has been agitated throughout the Commonwealth.

It is very desirable that all the children in our town should have equal advantages of schooling, but under the present system they do not. Some of the schools are kept several months longer than others. If the education of the youth is a public duty, as is maintained, there is no reason why all should not share alike in its advantages. But not only are some of the schools kept less time, but they are likely not to have so efficient teachers as others.

Abolish the District System, let the town have the control of all the school-houses, and see that they are constructed on the most approved plans; let the money be divided equally among all the scholars; let it be the business of a single committee to provide teachers for the schools, and it is believed they will be much more efficient than they now are.

FRANKLIN COUNTY.

CONWAY.

In order to a proper beginning, let the Report of the Secretary of the Board of Education for the State be read in each district. Let the various items of reform therein proposed be fully considered. Let each district in their meetings for deliberation, shape all their movements toward

abolition of the whole District System, with the intent of conducting the education of the youth by town organization, and with the end of reducing the number of schools.

GREENFIELD.

The committee think that before we are satisfied, our whole system of schools will be remodelled; and they would suggest whether, before any steps are taken in reconstructing houses, a general view of our present condition and future prospects had not better be taken, so that money be not expended in a way that may possibly interfere with plans we may hereafter find it desirable to execute.

NEW SALEM.

It is time to open our eyes to this state of things. It is time to see whether our school money is so applied that we receive the greatest amount of good from it. If you will weigh these matters in your minds, and act according to your convictions, we think it will not be long before our schools will receive a new impetus.

We think that an important step toward the elevation of our schools, would be, to transfer the power of employing teachers, from the hands of the prudential committee to the general school committee. The great objection to this method seems to be, that it is giving them too much power. Admit that it is giving them a little more power, you hold them, in a measure, responsible for their trust; and who is there that wishes to be held responsible, when he has not the power to do better? The only power that would be granted them, in our opinion, would be the power of doing good; and is there any reasonable man who would deprive them of this? It is no new idea, but it has been put into practice in many towns, and found to work well—and we think it would here. Under our present system, teachers are often employed who are total strangers. The agent knows nothing of their fitness to teach, or ability to govern a school; and it is frequently the case, that the prudential committee has a relative or friend who must be cared for; and sometimes, there may be a little partisan feeling that is to be gratified. And, besides, prudential committees are not always chosen with due regard to their fitness for the office; and, indeed, we suspect that sometimes they are chosen out of spite, because they have been so unlucky as to find fault with a previous school. Besides, the school committee would have the opportunity of selecting teachers adapted to the wants of the schools, as a particular teacher may do well in one school, and make a failure in another; and, from their having better opportunities of an acquaintance with a large number of teachers, would be more likely to obtain good ones. These are some of the reasons why we think it would be better to make the transfer.

SHELBURNE.

Having received the Report of the Secretary of the Board of Education, we present a few copies for circulation, hoping that they may be attentively read. Especially would we commend the pamphlet entitled, the "District System of Schools," to the study of every voter in Shelburne.

BERKSHIRE.

ADAMS.

In justice to our own feelings, as well as to the interests of our town, we cannot conclude this report without inserting in it an extract from the Thirteenth Annual Report of the Secretary of the Board of Education, relating to the impropriety of prudential committees selecting teachers for our public schools.

* Every sentiment advanced in it, we fully concur in. We hope every voter in town will read it, and be convinced, that our schools would be more progressive, and our teachers better, by leaving with the superintending school committee, the power of selecting and contracting with teachers for our district schools.

ALFORD.

We feel constrained by a sense of duty, to say, that notwithstanding all that has been said and done by the legislature and numerous benevolent and philanthropic individuals, to improve the condition of our common schools in this Commonwealth, so far as our schools are concerned, with perhaps, some *few* exceptions, we have been able to discover but comparatively little improvement in a long period of years; neither do we expect to witness much improvement in our public schools for years to come, if the present system of management is to be pursued. We allude to the practice of authorizing prudential committees to employ our teachers. We most fully and heartily subscribe to the sentiment advanced by the present Secretary of the Board of Education, "that the selection of teachers by prudential committees, which have no legal existence where the towns are not districted, is a most unfortunate practice; and that as long as the practice prevails, there is no prospect of any great improvement in the quality of our teachers employed."

BECKET.

Your committee are fully impressed with the belief, that while most other towns of the State have been rapidly raising the standard of education in their schools for the last twenty years, that our schools have been stationary.

And as one of the means of improving our schools, some of the committee have changed their minds, and come to the conclusion that the business of engaging teachers should be left with the examining committee; that for fear of provoking a party spirit, or exciting prejudices which might injure the school for the season, your committee may sometimes be forced to approve of teachers of a lower grade, than they would otherwise do. Also, it would remove all opportunity for accusation of favoritism toward relations or friends within the district.

CHESHIRE.

Your committee respectfully suggest the absolute necessity of procuring teachers who are well adapted to teach, as well as possessed of the requisite qualifications in learning. Your committee also recommend, that the duty of procuring teachers be left to the school committee.

DALTON.

Prudential committees have been negligent in securing teachers. There are exceptions to this sweeping declaration ; but such has been their deficiency, that we are justified in making the general remark. They have waited till long after the time their schools should have commenced, before direct efforts were made to secure the services of any one. Then the best teachers were engaged, and they were obliged to take up with such as were left. Our schools have suffered greatly by this negligence.

We would recommend a change in the district system.

By this means, we should have better school-houses and better schools. The number of districts would be diminished, and with less expense, longer terms, and better instruction secured. In Ward No. 4, there has been, during the winter, an average of eight scholars. There has been paid for the schooling about one hundred dollars. This is too much for the education of so few scholars. A teacher can instruct thirty scholars, properly graded, as well as eight without it. It is, then, bad economy to sustain a school where there are so few. We do not suppose a change of this kind can be effected the present year, but hope it will be soon. The geographical boundaries of our town are such as would favor such an alteration.

HANCOCK.

It is to be hoped that you will take into consideration the practicability of abolishing our present District System, and thereby placing the entire control of the schools under the supervision of the whole town.

HINSDALE.

Some districts have more money than they use, while others are suffering from lack of means.

If the resources provided for the support of the schools for the ensuing year, be the same that they were last year, and instead of being parcelled out among the districts by an arbitrary system, as has heretofore been done, the town committee be permitted to select and contract with the teachers, and pay them from the entire undivided fund, each district in town, it is believed, might have eight months school,—five in the summer, and three in the winter.

If these views are correct, it will be seen, that with the same funds that were raised last year, our schools may be improved, if two things be done :

First. Let the funds remain undivided in the treasury, to be drawn upon and appropriated by the town committee, according to the necessities of the several districts ; and,

Secondly. Let the teachers be selected and contracted with by the town committee, instead of the prudential committees.

One prominent advantage of these measures, would be a reduction of

all school operations to one system, and so securing, as nearly equal advantages as might be, to all the schools. Whatever might be done for any one school, would be done for it, not as an isolated, separate organization, but in its relations to all the other schools in town. It would also remove the possibility of friction, which is liable to exist between two different and independent committees acting separately upon the same thing.

LANESBOROUGH.

To this end, an important change is recommended by the present Secretary of the Board of Education, and was advocated in his Tenth Report by the former Secretary, and is favorably entertained by the school committees of a large number of towns in the Commonwealth.

1st. It is recommended that the division of towns into school districts, be wholly given up, and that all the operations now performed by districts or their agents, be executed by a committee appointed by the town.

2d. That where practicable, the schools be graded, so that scholars may be classified according to their ages, studies and attainments.

3d. That one or more Grammar or High Schools be established in each town, for the benefit of the more advanced scholars. It is also advised, by those most practised in school affairs, that contiguous districts, containing but few scholars, be united, affording thereby increased means of instruction, and diminishing the expense thereof. It is moreover recommended, that females be employed rather than males in the smaller districts, and that each district secure at least, nine or ten months schooling during the year. Although your committee are by no means desirous of increased powers and responsibilities, and are aware that measures feasible in a level region with a dense population, would be impracticable among these mountains; nevertheless, the reasoning by which the Secretary supports the measure of relinquishing, to a great extent, the District System, appears not only plausible, but sound. It is not necessary to introduce in this report, the arguments used in favor of the object contemplated, as copies of that portion of the Secretary's Report have been freely circulated; nor have we time or space so to do; nor would the town act upon a matter so weighty, without great deliberation, and a careful canvassing of the whole matter. Of the expediency of the change, however, we have no doubt, so far as concerns the placing the whole management of all business relating to school-houses, to schools and school teachers, and the application of school funds, in the hands of an intelligent central school committee, in the room of the complicate, and often inadequate machinery now in operation. In a region of hills and valleys like this, the gradation of schools might not accommodate the districts remote from the centre; this objection will not apply to those located upon the county road, the union of some of the districts, and the establishment of a Grammar School, are not only practicable, but exceedingly desirable. What possible objection, for instance, could be made against uniting the north-east Worden District to the south-centre. In the former, the average attendance does not exceed seven or eight scholars. Should they enjoy seven months schooling, the cost would not fall below seventy-five dollars, exclusive of board, fuel and repairs. Now, more than half of this expense might be saved, by the union contemplated; while the central school, equally accessible, would be greatly benefited. The same remarks

apply with equal force to the south district. Ten or a dozen scholars scarcely justify the keeping up of a distinct organization, especially, as none of them live at an inconvenient distance from the south-central school-house.

LEE.

The Secretary has propounded and elaborately dwelt upon three important subjects—the first, in the above Report, on the “gradation of common schools;” the second, in the Thirteenth Report, on the “abolition of prudential committees;” and the third, in the Sixteenth Report, on “abolishing the district school system.”

These, at first view, seem to be an innovation upon the ancient usages and customs of our venerable forefathers, who, no doubt, were as anxious for the education of their children as we, in this day, are for ours. But circumstances alter cases;” times have changed; steam and lightning have sped upon us most rapidly, and if the present generation would stop long enough to read and weigh candidly the arguments he has laid down in said Reports in favor of these propositions, (and these Reports are in the hands of every school district in town, perhaps on some agent’s shelf,) it is presumed that a great majority of the people would vote to adopt these measures.

LENOX.

In 1846, a law was passed, requiring the school committee to make annually a detailed report of the several public schools in their respective towns; said report to be read in town meeting, and a certified copy thereof transmitted to the Secretary of the Commonwealth. In addition to that report, there is a circular sent to the committee, requiring answers to thirty-six questions, which give all the necessary statistical information to the Board of Education. That fact, in connection with the fact that the last Report of the Secretary of the Board of Education, contained but three extracts from the reports of Berkshire County, dispose your committee to believe that a detailed report is not called for, on the part of the Commonwealth—that no part of said report would appear in the next Annual Report of the Educational Board, unless it approved, in high terms, of the particular changes in the District System, which he advocates.

MOUNT WASHINGTON.

Your committee are of the opinion, that our schools would be benefited, by giving the power to your town committee to contract with teachers. The reasons why the general committee should select teachers are these: they are in a position to know best the various conditions and wants of each district, and are more or less acquainted with the different teachers, and can best judge for what school they are best adapted. Besides, as they are responsible for their success, it seems but right that they should have the power to select them; in this mode, the power to contract, examine, and remove, will go together.

NEW MARLBOROUGH.

In conclusion, your committee would invite the special attention of each citizen of New Marlborough, to the last Annual Report of the Secretary

of the Board of Education. In that document is ably discussed "the evils of the District System," and as a remedy, the author recommends that the school districts be abolished, and that the schools be graded, and retained under the control of the town. It cannot be denied that the schools in this town, are experiencing most or all of the evils enumerated in that Report. Our school districts are already very unequal in resources and privileges, and are gradually becoming more so, from two causes, to wit: the increase of population in the manufacturing neighborhoods, and the occasional "getting off" of citizens from a smaller district, to join a larger, producing a frequent scene of struggle and strife at our town meetings. Some of our schools are evidently declining, being decidedly more backward than they were in former years; while some children in town, from bad district arrangements, have no school privileges at all. The frequent complaints made from parents to the committee, that their children do not receive suitable attention at school, show that, without a gradation of the schools, the teachers, however excellent, can give but partial and imperfect instruction. Again, our schools, in their present condition, excite but little interest on the part of those who aspire to a thorough education for their children.

But admitting the existence of all these evils, the question arises, Is any plan, similar to the one recommended in the Report, practicable or expedient in this large, hilly, and sparsely populated town of New Marlborough?

As bearing on this question, your committee would offer two or three considerations:

1st. In this town of about thirty-six square miles, are ten districts; there being three ranges of districts in the town, of only about four and one-half miles in width. Now, if six schools could take the place of these ten at central locations, they would each have a territory of six square miles; or a tract of two and one-quarter by two and two-thirds in length, giving a distance of about one and three-quarter miles from the centre, by a direct line, to the remotest corner. And if, from the indirectness of roads, any within the territory of one school, could be better accommodated at another, the system would allow them to attend where it was most convenient.

2d. Last year, this town expended for schools, by voluntary contribution and otherwise, about sixteen hundred and thirty-five dollars. Now, should we employ permanent female teachers in each of these six schools, thirty-six weeks in a year, at the average price which we paid female teachers last year, we should have left of this sum, about one thousand dollars with which, to support two or more Grammar Schools.

3d. The property of our citizens is taxed for the support of schools, even if they are not willing to patronize them, but prefer to send abroad their children at the earliest practicable age, to a school of better privileges. Would it not be better to adopt a system that shall elevate our schools at home, and secure the interest, coöperation and patronage of all our citizens who are taxed to support them?

4th. Our usual appropriation by tax for the support of schools, is not what is needed for their liberal support; but it is large enough, under the present system of expenditure; inasmuch as the large districts have already as much as they can profitably expend; and the smaller ones, who most need it, would be but little benefited by increased taxation.

5th. Instead of geographical centres for the location of schools, their

ent at centres of population, with a liberal allowance to those
: sparsely inhabited, might be thought, by many, a preferable

mmittee would recommend the appointment of a special com-
quire into the expediency of reforming our school system, and
d plans therefor ; to report at the next annual meeting of the

PITTSFIELD.

l, for educational purposes, is divided into districts in which are
ss public schools. It also has one High School. The district
this : Lines are drawn inclosing a certain portion of the town.
e living within those lines, are a corporate body, for certain

It is for them, by law, to provide school-houses, and to keep
pair, and to warm them, at their expense. For this purpose
e one of their number, as a prudential committee, to act for
e conditionally engages teachers, fixes their salaries and their
eping, and has a general oversight of the school. He sends his
cher to the town committee for examination, and a certificate.
ildren in the district, and no others, can attend his school. The
ool is a town school, under the care of the town committee.
t teachers, fix salaries, and have a general care of the school,
g, and all its interests. Pupils are admitted to the High School
part of the town, upon examination. Whether this is the best
ill be decided differently, by different persons. Most of our
ns are dispensing with districts. The two most prominent rea-
soning them, that we have heard of, are, first, that a district would
rown wants better than the town can ; and second, a dislike to
much patronage go into the hands of a few persons. As to the
matter of fact, prudential committees generally consult with the
nittee about their teacher, and often receive such as are named
As to the second, it will be seen, by the table connected with
, that a single prudential committee-man has the spending of
and dollars, and the patronage of nearly one-quarter of the
town. The Secretary of the State Board of Education has
ly into this question, in his last Report. To that we respectfully

We would suggest, however desirable it may be for the other
be in districts, whether the three centre districts should not be
o one, and be under the direction of the town committee.

RICHMOND.

difficulty arises from a want of care in the selection of teachers.
you are aware, devolves on your prudential committees—an
kless in its rewards, and very often perplexing in its cares. In
arry out true republican principles, it must be taken by turns,
circulated through the district. These functionaries are some-

ful to their trust, and through much pains-taking, secure good
And we have those who are never weary of negligence, who
the best in market are gone, the second best called for, and all
ins is of a refuse character,—mere waste. Yet they must fur-
cher, and after exercising much labor, they are bound to adopt

"Hobson's choice,"—this, or none ; while the none would often give the best of the bargain.

The subject is presented for examination. In this age gross ignorance, unless it is fatally blind, does not present herself for a teacher. A very passable amount of the necessary knowledge may be offered in evidence of capability. Then the idea of Hobson's choice comes up again. The condition of the teacherless school is present—the subject by perseverance may do well—a certificate under the circumstances is given, too often alas ! for future regret. But what could we do ? The committee hired the teacher, the district approved his choice, and the miserable subject must be inducted, and then you will find it seeking more anxiously for noon-sleeps and four o'clocks, than for the benefit of your children.

WEST STOCKBRIDGE.

The matter of doing away with the districts, is one of vital importance, and we truly believe that could it be adopted in this town, it would have a beneficial effect upon our schools. Therefore, we recommend it to your careful and serious consideration.

NORFOLK COUNTY.

BRAINTREE.

The committee intended to call the attention of the town to the expediency of having the teachers selected and contracted with by the general school committee. But as it is too late for this year, they would simply refer to the Report of the Secretary of the Board of Education upon the subject, and leave the matter for the town to determine upon at their next annual meeting.

FRANKLIN.

From the preceding review of the schools we are forced to the conclusion, that with all the proficiency and progress secured, there have been some very serious drawbacks, sufficient to suggest an anxious inquiry as to the cause or causes that have produced such results. In some instances, we fear that money has been worse than thrown away, time wasted, and injuries inflicted, which it will take a long time to repair. Why is it so ?

To this question the committee have given a good deal of anxious thought, and have arrived at the following, among other conclusions :

1. The too general want of interest among the parents and inhabitants of the town, upon the subject of schools.
2. Difference of opinion among the inhabitants of the town as to the best mode of conducting schools and managing their general interests.
3. Ignorance of the law upon the subject, so that there is great confusion of ideas and conflict of opinion as to the rights and duties of scholars, parents and teachers ; of the relative prerogatives and responsibilities

cts and town committees. Growing out of these ca uses, there
 union and coöperation which is fatal to the suc case of the

another question arises: must it contin ue to l ve so? Must
 witness such disturbances, such a waste of time and money?
 remedy? Questions like these have oft en been asked during
 ar, by others, as well as the committee. Indeed, we think there
 g conviction that something ought to be done.

MEDFIELD.

eral districts had chosen prudential c ommitte es, previously to
 ection by the town; and, presuming c on the ri ght which custom
 o allowed, they had already contrac ed with several teachers.
 d to avoid any controversy, and felt t hat harm ony of action be-
 n and ourselves was essential to t he welfa re of the schools.
 therefore, the right which belong ed to t is, we assented to
 gements made for the summer sc hools. Two inexperienced
 ere among the number employed . Their qualifications, aside
 ary attainments, especially their adapted ness to the several
 ey were to fill, could only be ascertain ed by actual trial;
 were permitted to commence at once their labors. Disap-
 the result, and feeling our respo nsibility, we ventured to assert
 o select and contract with the teachers of the winter schools.
 measures accordingly to retain in one dist rict the services of a
 who had proved herself emine ntly fitted for the place, rather
 urage the employment of a stra nger who had no experience in
 In another district, we annull ed a partial engagement with one
 alifications were not deemed to be sufficient for the place. But,
 nd all other instances of alleg ed interference with the duties of
 ntial committees, we have ac ted with a single reference to the
 eats of the schools; and we confidently leave the result to be
 by our constituents.

nture to suggest, in our ow n case, a remedy which has been
 ectual in many towns, both in this State and in others,—we mean
 onment of the common dis trict system, and the introduction of
 r classified schools, under t he sole superintendence of a general
 e, to be chosen annually b y the town; or, what may be better,
 e superintendence of an a gent who shall act in connection with
 neral committee, and wh o, for a suitable compensation, shall
 himself to the special car e of the schools, and be held mainly
 ble for their good condit ion. Such an arrangement need not
 a large expenditure. In many towns, it has been found economi-
 e believe that the exper iment, if fairly tried in this town, would
 it does elsewhere, com mand general approbation, and prove a
 nefit.

MEDWAY.

committee might sugg est some improvements in relation to the
 generally, but fearing t o enter into any lengthened details, they
 say, that some changer s seem to them to be required, for the gen-
 rd, and the greater equ alization of rights and privileges.

The High School system may be modified. And there appears to be a necessity of either giving up the districting of the common schools, or, districting them anew; or making a different distribution of the money, and perhaps a saving of money. Owing to the more rapid increase of certain locations of the town than others, the present arrangements are greatly unequal. Some change also might be made in relation to committees, particularly prudential. The committee merely throw out these hints for the improvement of the school system of the town, as they are about to retire from their official capacity and duties.

QUINCY.

The Primary School had last season one hundred and twenty-three scholars, according to the register, and the room provided for them is ill-adapted to accommodate half the number. A condition of things so dangerous to the physical well-being of young children, and so subversive of all efforts at discipline or instruction, called for immediate attention.

Without recommending any one of the modes which have suggested themselves, to particular favor, the committee beg leave to state them all for the consideration of the town.

1. The enlargement of the present school building, by extending it twenty or thirty feet in the rear. This may be done at a moderate expense, and it will furnish the requisite space both above and below.

2. The erection of a new edifice, of much larger dimensions somewhere else, and the sale of the old one. This would be more in keeping with the school-houses of the times, but it would be more expensive.

3. The union of the two school districts, the Centre and the South, into one Union district, according to the statute of 1839, chapter 56. This would enable the committee at once to make use of the other school-room in the High School building, now vacant, for the benefit of the children of the Centre living nearest to it, and it might facilitate a more thorough grading and equalization of all the schools in both districts.

Such a measure, however, cannot be adopted without the assent of two-thirds of the legal voters of each of the districts.

4. The abolition of the District System altogether, and vesting the committee with the power of organizing the schools in the manner deemed by them most to the advantage of the children and the town.

The committee do not undertake to express any opinion of their own. Their duty is performed in simply calling the attention of the voters of the town, to the absolute necessity of soon doing something.

RANDOLPH.

The unfortunate selection of teachers too often occurs in this town, and it is a subject that demands our serious consideration. Our money always is more or less liable to be squandered upon teachers who are not entitled to the first rank in their profession. Shall we suffer our money to be thus used upon worthless teachers? Shall we suffer the training of the young and rising generation to be intrusted to unskilful hands? There must be something wrong in our school system, or such an evil would not be endured to so great an extent as now seems to exist.

After reviewing the subject in all its bearings, we think there is sufficient proof that this difficulty owes its existence chiefly to the complex-

office of prudential committee is, by some, thought to be one that no great experience or uncommon qualification ; and if we extract of contracting with teachers from the office, we may not go so considering it.

superintending school committee, in a natural view, is the most ent body. The number of persons from whom the choice is made is smaller, and if an individual prove competent, he will y be reëlected ; and even when a change is made, it rarely to the whole committee. Consequently, it is reasonable to ext they will have something like a settled policy. Therefore, if ction of teachers were left in the hands of the superintending ee, it would tend to give a similar character to our schools for ve years ; and teachers that have proved successful, would be in the schools for a longer period.

WALPOLE.

a character of the school depends mainly upon that of the teacher, solicitude has been expended upon him. And here we have end a serious practical difficulty, the consequence of which has at we have not always had the best teacher that might have been l,—only the best that has been offered for examination. The lds this committee responsible for the condition and progress of ols, without seeming to consider that the responsibility is divided us and the prudential agents of the several districts. True, we rked harmoniously together. The evil is in the system, which o the agent the business of procuring and contracting with the and to this committee, his examination and approbation. It r choice. We have no option, but to accept or reject the individ- is offered ; and frequently, at the last moment before the time d for the commencement of the school. We must either give a r disappoint the district, and cause further trouble and expense.

and it may be, that his responsibility would be more deeply felt, if he owed his selection as well as his appointment, to their agency alone.

For ourselves we desire no additional labor. We are aware that the course here proposed, would increase the labors of our successors in office. We have in view, solely the interests of the schools, which interests, we think, would be promoted by authorizing this committee to procure and hire the teachers. And to do this without primary reference to any particular school; but having procured a teacher, to place him in that position where we shall consider him likely to be most useful. As an experiment, it will be attended with little risk; and if unsuccessful, can be abandoned.

WEYMOUTH.

The practice in this town has been, for the prudential committee to contract with the teachers, and then, after notice has been given of the time of the commencement of the school, the teacher has appeared before the school committee for examination and approval.

Now the evil of this system is, that very many of the prudential committees have not taken much interest in the schools, and know but little concerning them. They usually engage the teacher or teachers who have kept the school before, or the first one who is recommended, or apply for it, feeling that the responsibility of their fitness and qualification rests with the school committee, and not with them; and usually desire to go along with the least possible trouble to themselves. Just as the schools are about to commence, they bring the teachers before the school committee, who examine them, and very often are not fully satisfied with their qualifications, and sometimes feel obliged to reject them. Usually this gives offence to the prudential committee, who resents it, as an improper interference, putting him to unnecessary inconvenience and trouble in procuring another, also causing delay in the commencement of the school. Frequently the rejection of the teacher by the committee, at this time, would be a very serious injury to him, in his reputation and his plans. In these circumstances, the school committee approve those whom they would not employ, if it were their duty to select and contract with them.

In some instances, schools are continued term after term, with a teacher so deficient in some essential particulars, that the schools lose a great part of the privileges provided for them by the town. Teachers must not only have a suitable education, (in which they are often deficient,) but they must have an aptness to teach, and peculiar talents are required for the successful prosecution of that calling, in all its departments.

To secure such teachers, the responsibility must rest somewhere, and not be divided between two; and since it cannot, under the statutes of the Commonwealth, be placed upon the prudential, it should, in our opinion, be left with the school committee; and, until a greater interest is taken by parents in the schools, the school committee are the only persons whose circumstances qualify them to judge in this matter. Leave, then the selecting and contracting of teachers with them, and they cannot avoid feeling the responsibility; and, although they may not always succeed in obtaining the very best teachers, yet it is believed that a higher order will be secured, or at least, those who have proved themselves incompetent, will not be employed a second term.

BRISTOL COUNTY.

BERKLEY.

With regard to teachers, it is universally conceded that none but such as are well qualified should be employed. Such only can well perform their appropriate work, and even such may fail, as experience too often demonstrates. Persons often appear before examining committees, and having the requisite moral and literary qualifications, are approved as teachers of particular schools, whose success, under existing circumstances, is extremely doubtful in the judgment of the approving committee. Were an approbation withheld, the applicant would consider himself deeply injured in reputation and business, and the committee would be severely censured. The prudential committee having contracted with such a teacher, he must be approved, and the experiment whether he can or cannot teach with success, must be tried. That these experiments, doubtful in their results, are too often made, all who are well-informed as to our public schools, know. Hence it is of importance to avoid this experimenting, which often results in much evil; and this can and should be done by those who contract with teachers. They should employ teachers of established reputation, should continue their services from term to term, if successful, and when they employ the young and inexperienced, (as they often must do,) they should do it only under favorable circumstances, i. e., where the school is small and easily governed.

Under such circumstances success may be reasonably anticipated. In fact, the selection of a teacher is the main point, the thing of vital importance, requiring great care and discretion. Prudential committees, often unacquainted with the difficulties of teaching, and desirous of obtaining a teacher for a low price, and thus to secure the benefit of a long school, are prone to think almost any one having sufficient learning can teach a school. Hence they generally speak as if it were an easy business to instruct their schools. Many an inexperienced and unfortunate teacher, has no sooner beheld the materials upon which he has pledged himself to labor, than his heart died within him, and he wished, devoutly wished, he had been born under some more auspicious star. But it is now too late, he must "go ahead," as the phrase is, whether good or ill betide him, foreseeing, too, the unequal reward. For, if by dint of tact and perseverance he pass the fiery ordeal, and labor with success, he will receive but a modicum of praise. If he fail, though environed with more vexations than beset Job, whose patience, sustained by conscious integrity, and set forth as the brightest recorded example, finally gave way, he will be the object of unmingled condemnation. This is no fancy picture, but it sets forth what occurs daily among us.

FAIRHAVEN.

Your school committee, having nearly completed the duties devolving upon them, beg leave to present the following report :

It may be remembered, that in their last report they strongly urged upon the town the propriety of abolishing the School Districts, and resolving the town into but one district ; which measure has not, as yet, been approved of by the town. As this measure has been brought forward for the consideration of the public, from time to time, and has not been received with favor, we forbear to urge it at this time ; not that a change has come over our minds, but, whenever the public are convinced of its utility, they will probably demand a change.

SEEKONK.

Under the present mode of doing things, the committee have found it necessary to hold no less than eight sessions in order to examine the teachers for the winter term of our schools. The present way of doing things, seems to be, to engage a teacher when it is convenient for the prudential committee, and then the town's committee are summoned to meet for an examination. If such be the most judicious course, it is to be hoped that these facts will be kept in mind when the town is called to pay the expenses incurred in thus doing. The best course to be pursued, we believe, is to dispense with the prudential committee.

SOMERSET.

Your committee would recommend, that the general or superintending school committee select and contract with all the teachers in the town, as thereby better and more efficient teachers can be obtained ; for the committee can only select from those brought before them, and sometimes that is not done until the evening before the school commences.

TAUNTON.

We respectfully and earnestly submit to the intelligence and the judgment of our fellow-citizens, that a change in our system which would commit the whole responsibility of selecting teachers to the school committee, would be of incalculable advantage to our schools, by ensuring teachers of higher qualifications, as well as for other reasons, which the limits of this report will not permit us now to present.

There is one other change in our system, which we think essentially necessary to the increased efficiency of our schools. We refer to an alteration of the present District System, so far, at least, as relates to the central and more densely populated sections of the town, and a gradation of the schools based upon the ages and qualifications of the scholars.

PLYMOUTH COUNTY.

ABINGTON.

This system is the only one that gives to the remote and small districts the same amount of schooling afforded in the larger. No other can so result in obtaining good teachers. For as we have seen, it affords time to find them, and opportunity to keep them. It will also secure the best instruction from such teachers, by so grading their schools that they can use their time and strength to the best advantage.

KINGSTON.

The year just closed is noticeable as having been the first, within our recollection, in which the selection of teachers has been left to the superintending committee. Its experience, as compared with that of previous years, shows a considerable saving of time and labor, and a desirable exemption from the perplexity consequent on subdivided authority. Prudential committees have been wholly relieved from a sometimes burdensome duty, and the superintending committee were enabled to secure the attendance of all the teachers, at the time appointed for their examination, without being compelled, as heretofore, to devote a half day to each, at such time as his convenience or the whim of the agent might dictate. By reference to the table annexed, it will be seen that a uniformity in the length of the several schools has also been secured, which, under the former system, would have been utterly unattainable. We are fully confirmed in the opinion that the town would act wisely, in adopting his arrangement as a permanent one in its school policy.

Whether teachers are selected by the superintending committee, or otherwise, the members of that committee are held accountable for whatever of ignorance or indolence finds admission to the teacher's desk. While this continues to be the case, there is manifest injustice in allowing another committee to force upon them the responsibility of accepting, or the odium of rejecting, any doubtful specimen of the pedagogue, whose sole recommendation to his employer may be, that he claims descent from some common ancestor, or holds some common dogma in politics or religion.

PEMBROKE.

Again, your committee are frequently called upon by the prudential committee to recommend some teacher, upon whose qualifications they can rely. But this doing what the district has intrusted to another, is very disagreeable to them. Besides, in this indirect course, much time is lost, and really good teachers are taken up. We urge these thoughts upon your notice, more especially from the fact, that really inferior teachers are employed, season after season, in different parts of the town, by the prudential committee, through ignorance of their qualifications, and who

seem more influenced sometimes by the thought of cheapness, than the higher considerations.

SCITUATE.

A still better plan, however, would be to abolish the district lines altogether, locate these two houses as above suggested, and then make all the schools in town of equal length, both summer and winter. Strange we have not thought of this beautiful principle sooner, and enjoyed it! There be no good reason why the Harbor schools should not be of as nearly equal size as convenient, and then be made of the same length,—what good reason is there why this excellent principle should not be extended to all the eleven schools in town, and they be all made as equal in size the circumstances will permit, with convenience, and then be made of equal length; and thus give to every child in town, as equal school privileges as possible? Abolish the school districts, and the work is done. With this act, all the injustice and hard feeling that is now too often created on the annual distribution of the school money, would be forever removed. The general committee of the town could then employ, after examination, arrange the teachers in the different schools with more economy and skill, than isolated prudential agents, who often know but little of the qualifications of the teacher selected, until it may be too late to remedy the mistake.

WEST BRIDGEWATER.

We are aware that the union formed by districts No. 4 and 7, subjects some of their members to serious evils; which we will not enumerate. We believe, however, that many of these and other evils, to which our whole town is subjected, would be most effectually removed by abolishing the District System. We might say much in favor of such a change.

BARNSTABLE COUNTY.

BREWSTER.

What has been so many times suggested to districts 1, 3, 4, 5 and 6, requires to be done as much now as ever. But having been a number of times reported upon, nothing will be said,—a word to the wise ought to be sufficient. For the same reasons, what the committee have so often suggested to the town of the need of a change in its school system, will not be repeated, and the whole matter will be dismissed by the remark, that the committee hope the time may soon come, when their fellow-citizens will have become persuaded that the school interest is the first and most important public or private concern, to which they are called upon to give their attention.

CHATHAM.

In conclusion, the committee would recommend, and urge the town to take the following steps :

1st. Abolish all school district organization.

2d. Let the sole charge of procuring teachers, and of directing the expenditures of the public moneys, devoted to common school education, devolve upon, and rest with the town's committee.

1st. There are special and weighty reasons why the District System ought to be totally and forever abolished in this town. With a single exception, the entire property vested in school-houses, is where it ought to be, in the hands, and under the control of the town. School district organization is utterly inconsistent with this. There should either be no district organization, or else the several districts should own their school-houses. It is not the abolition of schools that we recommend, but the abolition of district lines, and district organization.

There is a wide-spread dissatisfaction in reference to the present state and organization of the schools. Some districts are dissatisfied with their school-houses, and are making application to the town for moneys to erect new ones. Some are dissatisfied with the present location of their school-houses, and wish to connect themselves with other districts. Many desire, and feel the necessity, of a radical change in respect to the present system and organization, and are in favor of the new order of things—Union, Graded, Primary, and Grammar Schools.

Now, abolish all school district organization, and you will thereby place the people of this town in a better position to act in accordance with their individual interests. They may then act in connection and concert with the town, in carrying out a grand system of improvement, that would secure a mutual and vast benefit to all ; or sections of the town might act by themselves in carrying out, and putting in practice that new, and much to be desired order of things. That at least, four-fifths of the inhabitants of this town, would find it greatly to their advantage to adopt some system radically different from the present, there can not remain the shadow of a doubt in the minds of those who are acquainted with that new and improved system, already adopted in most of the large towns throughout the State, and now rapidly going into operation in many of the smaller towns. In every place where the new system has received a trial, it appears to give entire satisfaction. Those most bitterly opposed to the breaking up of the old district system, have very generally been converted into ardent admirers of the new order of things, and cheerfully give support and countenance to that which they had endeavored to prevent. And such we are confident would be the case with us. No section, corner, neck or nook, in this crooked town, would suffer by the change ; but every part, parcel and portion, would be in some degree benefited by it. Provision for the education of the younger portion of the children would be made ; and schools organized and supported, wherever they were needed ; and at the same time a higher order of schools would, as by magic, spring into existence—schools in which the more advanced scholars would receive double the advantages now enjoyed. On the other hand, the primary schools would be equally benefited by the change. The teacher would have vastly more time to devote to the younger pupils, than under

the present system, in which all ages, sizes, sexes, and grades, are placed under one teacher,—often rendering it utterly impossible to adopt any satisfactory and systematic order of classification.

The only objection that can be urged against this movement, that we consider worthy of notice, is this: It is feared that the town expenses will be greatly increased by the erection of new school-houses, and the employment of more competent teachers. But we are of the opinion, that this new system might be adopted to such an extent as to secure its chief advantages, without any considerable increase of expenditure. On the other hand, we are of the opinion, that, if the next twenty years be taken into the account, the necessary expenditure for the support of schools will rather be reduced than increased. This would follow from the fact, that nearly, or quite all the primary schools might be profitably conducted throughout the year by females; and three or four male teachers of a high order, obtained as they might and ought to be, from the Normal Schools, would be amply sufficient to take charge of all the larger and more advanced scholars.

But this objection ought to weigh nothing, even if the necessary expenditure should be considerably increased; for no town ever became the poorer by taxing itself for the education of its young. Would you make your town rich and powerful,—would you make her influence felt abroad,—would you raise her moral, social, and intellectual condition,—educate your youth, give them the advantages of a higher order of schools, and the present and all coming generations will hail you as benefactors. But this objection, we are certain, will weigh nothing with those who place a true estimate on the value of a good education. Educate your young men thoroughly, and many of them will rise to the highest social condition in life,—they will fill the most responsible offices,—they will command the largest ships,—and will sway the greatest interests.

We do not think it expedient to propose any definite plan of operation. This we leave with you. Let this devolve on a committee of citizens appointed to mature such a plan as may be best suited to your wants.

So certain are we, that a movement, and in some respects a radical one, will ere long be made in reference to schools and school-houses, that we would (until some definite plan has been devised, and its merits and advantages discussed,) urge the town, by all means, to turn a deaf ear to all applications for money to build new school-houses; especially when these come from the more central sections of this township. We believe there are at the present moment three other districts (Nos. 3, 4 and 12) as much in need of school-houses as district No. 5; and if you commenced building school-houses, prior to having adopted some definite plan of action, you will ere long repent of it. Let, then, the District System be abolished. And secondly, let the choice of teachers rest with the town's committee.

We have already suggested reasons why the school committee should supply the schools with teachers.

We could fill a volume with reasons in favor of this proposition. The prudential committees seldom know much about the character of the teachers, or the state of the schools; and in respect to the literary qualifications of those whom they employ, they must very generally be wholly ignorant.

On the other hand, the school committee have vastly better advantages of

coming acquainted with all these matters. They know more about the books, and understand better the gifts and qualifications of the several teachers. Under the present system, the committee are virtually compelled to license some whom they feel morally certain will not succeed in the neighborhoods in which they are employed. Every teacher whose literary qualifications answer somewhere near the requirements of law, we are obliged, in our present fettered condition, to approbate. And so long as the prudential committee see fit to continue a teacher, be the school ever so profitless, we feel but little disposition to interfere. On the other hand, did we employ the teachers, the moment that, in our opinion, a school had become unprofitable, it would close; and thus the town's money would be saved. Give this business into the hands of your committee, and they will then feel that they may rightly be held responsible for the success of the schools, and they will consequently use every endeavor, and every means in their power, to avoid the possibility of failures.

It also frequently happens here, as in other places, that the committee are forced by a sense of duty, to reject candidates who have been employed by the agents, or prudential committees.

This places both your committee and the prudential committee in an unenviable position. But if the choice of instructors devolved on us, such failures would never occur in the choice of female teachers. In procuring male instructors, we should labor under greater difficulties. But we are of the opinion, that we might every year, procure a sufficient number of teachers, of just the right stamp, from the Normal Schools—teachers in all respects better qualified than a majority of those who have taught our schools for the two winters last past—teachers better fitted to supply the wants of this practical age, and better acquainted with the philosophy of governing the young, and of “training the young idea how to shoot.”

The object of Normal Schools, is to furnish a class of thorough, practical instructors; and it is not to be accredited, that they utterly fail in securing their main object.

ORLEANS.

Many of our school-houses are miserable things, and hardly deserve the name they bear; yea, it is to be hoped that this matter will be duly considered, before we are at any more expense for buildings.

Let us be sure that we have not the poorest system of education in the State, before we make any more efforts to perpetuate that system. Every school-house you build on the present plan, will serve to increase the difficulty and expense of any change or improvement you may, in future, conclude to make.

TRURO.

During the past year, there have been great and important changes made in the common school system of the town; the town has erected new school-houses, and the choice and engagement of teachers, formerly left in the hands of the prudential committee, has been intrusted to the general committee. The number of school districts in town were formerly

eleven, now they are reduced to seven. The present winter, in four of the districts, there have been two schools in each ; which were graded according to age. The grading of our winter schools we consider to be of great advantage. The truth of this, we think, must be self-evident to any reflecting mind ; we therefore will not attempt to elucidate it.

DUKES COUNTY.

EDGARTOWN.

The entire abolition of the district system is now being agitated throughout the Commonwealth, and will probably be carried into effect at no distant day. This measure would meet our entire approbation, as being more conducive to the interests of the cause of popular education than any plan presented to the public for a long time. Many districts now suffering with small or old school-houses, would, in the event of such a change, be better provided for ; a greater uniformity would soon be manifested in all the schools in the town, teachers would be more appropriately distributed, and many other beneficial results might be expected. A great diversity now exists, as every one knows, in the characters of the several schools. Some are under much better discipline, more easily governed, more tractable, or further advanced in studies than others. A teacher might be very happily adapted to take charge of one school, for instance, who would do little or no good in another. Now it cannot but be seen, that a committee possessing the requisite jurisdiction, and fully acquainted with the wants of all the schools, could make a much more judicious disposition of teachers and pupils, than is possible under our present system.

A P P E N D I X.



APPENDIX.

THE Abstract of School Returns which follows is a transcript of the most important facts returned by School Committees for the school year 1852-3. On no previous year have the annual returns been more full and complete. Probably no statistics founded on returns made to the State Department under authority of law, and embracing such a variety of facts, are more worthy of confidence or present a more just view of the matters reported. The assessors' returns which formed the basis of the last State Valuation were not so perfect. Even the Report of the Valuation Committee as authorized by the Legislature for a standard of taxation, is not a more correct exhibition of the property of the State than the following returns are of its Common Schools.

The amount of school money raised by tax is a matter of public record and can be definitely ascertained in every case. That it is generally returned with entire accuracy is not to be doubted. This item alone is of sufficient value to compensate the labor and expense of procuring the school returns. It is more important than all the rest returned, from the conclusions drawn from it, while it is the most accurate. The sum raised by taxation, and the number of children between five and fifteen years of age, are the facts embraced in the certificate which is attested under oath by the committees, and are the principal basis of the Graduated Tables which follow the Abstract of Returns. These tables, therefore especially the two first series, rest mainly on the surest data, while they exhibit the most instructive and useful aspects of our Common School System. That they are highly valued for the interesting results they present and for their salutary influence, is manifest from the reports of committees, and from the testimony of the most intelligent promoters of popular education in this and in other States.

These statistics also furnish data for other tables or other important conclusions which may hereafter be formed from various comparisons and processes of calculation. They are a repository of facts which may be used for obtaining useful results in future by those interested in such investigations.

The original returns just as they come from the hands of the committees are bound in one volume each year and preserved in the archives of the State. As a summary of the most essential facts pertaining to the public schools and presenting a continuous and compendious school history of every town and city, they are of inestimable value. Their importance in coming years as sources of history cannot now be appreciated.

The following school returns furnish decisive evidence of the continued advance of our Common School System in proportion to our increasing population and wealth. And nothing shows more conclusively the interest of a people in any public object, or their real estimate of its value, than the amount of money they regularly pay for its support through voluntary taxation. Tried by this rule there can be no general diminution of interest or sense of failure in respect to our public schools. They have been sustained with increasing liberality. The amount of money raised by taxes for the support of schools during the past year was larger than in any previous year, by more than \$50,000!

The aggregate of appropriations by all the cities and towns of money raised by taxes for the school year of 1851-2 was \$910,216; for the school year of 1852-3 the aggregate was \$963,631—an increase of \$53,415, in a single year.

The amount raised by tax for the school year 1842-3 was \$510,590, the amount for the last year was \$963,631, an increase of \$453,041, or nearly 89 per cent. in ten years.

The average increase for ten years past of appropriations of school money raised by tax has been \$45,304, per year.

The sum raised for 1842-3, was an average to each person of the whole population according to the census of 1840 of 69 cents, while the sum raised for 1852-3 was an average to each person of the population according to the census of 1850 of 97 cents—an advance of 28 cents to every man woman and child in the State.

The population of the State from 1840 to 1850 increased 35 per cent., while the increase of appropriations for the last ten years has been 89 per cent.

A correct comparison of the amount of appropriations in the State with the actual amount of property in the State is not practicable. A comparison with the State Valuations merely would lead to erroneous results, because these valuations do not correctly represent the actual property of the Commonwealth. The valuation of 1840 bears a much less proportion to the property of that period, than the valuation of 1850 bears to the property then existing. Therefore, the increase in the valuation of 1850, is not to be taken as the actual increase in the value of property between the two periods. Any calculations based on such a supposition would be fallacious. The valuation of 1850 was an increase of nearly 100 per cent. but surely the property of the State was not doubled in ten years.

If then the appropriations for 1852-3 are not as large a percentage of the valuation of 1850, as the appropriations of 1842-3 were of the valuation of 1840, the inference is not to be drawn that the appropriations for schools have not increased with the advance in wealth. This conclusion would be just if the valuations in each case were a true representation of the amount of property. But as the different valuations are in very different proportions to the actual wealth existing when the valuations were taken, such a conclusion is necessarily erroneous. According to the several valuations there may be no relative increase while according to property there may be an advance of several per cent.

The returns are defective in respect to private schools. The teachers of such schools often refuse to report the information desired, because their schools are private establishments and not under the control of school committees. registers are not kept, and correct reports are not furnished, the committees must give in their returns a mere estimate or nothing. The number of private schools

ABSTRACT OF SCHOOL RETURNS.

BOARD OF EDUCATION.

SUFFOLK COUNTY.

TOWNS.	Population—U. States Census, 1890.	Valuation—1890.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Boston, . . .	136,884	\$213,310,067 00	220	21,858	22,317	18,352	18,528	1,758	558	24,412	76	330	68	338	1100	1100	2200
Chelsea, . . .	6,701	3,475,161 00	17	1,371	1,394	1,125	1,104	106	50	1,454	2	24	2	24	85	85	170
North Chelsea, .	935	801,944 00	2	116	122	88	100	3	6	115	1	1	1	1	13.08	13.08	30.16
Wintthrop,* . .	-	-	2	51	63	37	45	5	7	51	-	2	1	1	11.18	6	17.18
Total, . . .	144,520	217,587,172 00	241	23,396	23,896	19,602	19,777	1,872	621	26,032	79	357	72	364	5.01	5	10.01

* New town. Population and valuation included in North Chelsea.

SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, printed or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Boston, .	\$117 84	\$30 86	\$198,432 37	—	\$8,000 00	\$411 50	—	—	—	\$80,000 00	46	1854	\$80,000 00	\$5,500 65	City Treas.
Chelsea, .	105 00	22 91	8,225 00	—	—	—	—	—	—	225 00	2	50	225 00	285 02	Schools.
North Chelsea, .	26 67	11 00	600 00	—	—	—	—	—	—	—	—	—	—	36 49	"
Winthrop, .	35 00	17 30	400 00	—	—	—	—	—	—	—	—	—	—	—	"
Total, .	71 13	20 51	207,657 37	—	8,000 00	411 50	—	—	—	80,225 00	48	1904	80,225 00	5,822 16	

ESSEX COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Amesbury,	3,143	\$1,020,425 00	16	595	559	431	442	58	70	539	2	12	9	5	58.10	50.05	108.15
Andover,	6,945	3,131,122 75	26	1,194	1,118	894	900	134	90	1,470	27	27	14	11	125.05	78.03	203.08
Beverly,	5,376	2,156,012 85	17	917	1,107	636	798	91	94	1,177	2	13	9	7	89.08	74	163.08
Boxford,	982	538,288 67	7	200	219	148	173	23	46	215	—	7	6	1	26.06	21.17	48.03
Bradford,	1,328	368,278 00	4	198	216	157	162	12	26	269	1	3	2	2	19.19	12.18	32.17
Danvers,	8,110	3,312,779 10	27	2,051	2,217	1,217	1,412	187	87	1,961	7	23	15	16	169.08	138.17	308.05
Essex,	1,585	633,895 20	10	5	337	5	290	25	51	336	—	1	6	3	6.05	41.10	47.15
Georgetown,	2,052	715,213 00	5	343	380	280	310	41	17	450	2	28	12	8	33.15	26.15	60.10
Gloucester,	7,805	2,369,251 95	28	1,718	1,821	1,303	1,443	149	225	1,726	2	28	12	27	154	154	308
Groveland,	1,286	397,079 00	5	222	168	147	187	34	28	278	—	5	4	1	27.17	17.09	45.06
Hamilton,	889	452,403 00	4	142	207	94	150	29	52	166	—	4	4	—	12	13	25
Haverhill,	5,877	2,243,497 00	24	1,211	1,168	926	935	44	140	1,285	5	22	16	10	106	102.05	208.05
Ipswich,	3,349	1,062,792 50	12	641	658	492	521	52	72	690	4	10	9	4	59	45.03	104.03
Lawrence,	8,283	6,003,716 20	19	1,789	1,495	1,324	1,141	189	124	1,660	3	25	3	25	95	95	190
Lynn,	14,257	4,148,989 40	35	3,353	3,353	2,181	2,181	290	180	3,059	9	37	9	37	197	197	394
Lynnfield,	1,723	345,356 00	3	164	189	113	150	6	34	196	—	3	3	—	16.18	9.18	26.16
Manchester,	1,638	499,507 50	8	344	346	272	280	28	40	392	1	7	1	7	51.15	28.10	80.05
Marblehead,	6,167	2,033,990 60	16	1,202	1,145	1,001	914	57	72	1,605	3	17	4	16	84	88	172
Methuen,	2,543	1,059,148 45	11	413	424	319	324	31	46	485	1	10	7	4	46.10	35.10	82

Rockport, . . .	2,355	672,410 07	7	644	580	548	540	31	147	756	1	9	7	2	51	34.10	53.19
Rowley, . . .	1,075	456,080 37	7	225	161	176	133	25	35	179	9	7	2	3	29	12.12	41.12
Salem, . . .	20,953	13,654,738 70	40	3,007	2,998	2,740	2,738	162	78	4,150	3	57	8	58	230	230	460
Salisbury, . . .	3,100	1,023,861 83	13	640	236	483	171	47	38	695	3	10	4	2	81.04	25.18	107.02
Saugus, . . .	1,552	491,917 50	7	374	374	255	255	38	10	375	1	5	3	4	31.17	31.17	63.14
Swampscott, . . .	-	-	4	231	239	175	192	18	18	226	1	3	1	3	22.10	22.10	45
Topsfield, . . .	1,171	468,981 30	5	214	217	152	173	32	38	238	-	5	4	1	19	14.18	33.18
Wenham, . . .	977	354,409 00	5	191	223	152	179	29	31	214	-	5	3	2	23.06	16.12	39.18
West Newbury, . . .	1,746	578,671 10	8	242	407	187	307	26	68	408	-	6	5	3	19.05	33.15	53
Nahant,* . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, . . .	131,307	56,556,466 89	411	24,564	24,800	18,575	19,220	1,930	2,108	28,394	65	406	186	293	5.02	4.10	9.12

* Newly incorporated. Returns included in Lynn.

ESSEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of schools, including only the amount of money raised by taxes for the support of board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amesbury,	\$25 53	\$13 65	\$2,000 00	-	\$56,800 00	-	-	2	280	\$1,118 75	\$120 37	\$120 37	Schools.
Andover,	33 97	16 79	4,500 00	-	-	3,408 00	-	1	9	1,350 00	355 11	355 11	"
Beverly,	38 67	13 80	4,000 00	-	-	122 26	-	1	30	1,011 00	262 77	262 77	"
Boxford,	32 61	15 44	900 00	-	2,155 00	-	\$51 40	1	136	-	49 40	49 40	"
Bradford,	37 50	12 67	735 00	-	2,000 00	-	-	1	135	250 00	85 00	85 00	"
Danvers,	47 50	16 08	7,255 50	-	-	200 00	-	-	1	700 00	434 54	434 54	"
Essex,	33 94	14 09	1,300 00	-	-	-	-	-	7	400 00	70 09	70 09	"
Georgetown,	32 00	18 47	1,200 00	-	-	-	-	-	3	1,085 00	97 23	97 23	"
Gloucester,	42 85	15 29	7,400 00	-	-	-	27 07	4	93	-	361 78	361 78	"
Groveland,	31 00	13 25	725 00	-	-	-	-	1	35	-	71 87	71 87	"
Hamilton,	31 00	13 00	600 00	-	-	-	-	-	1	67 50	279 24	279 24	"
Haverhill,	34 68	15 34	5,000 00	-	-	-	-	1	18	1,300 00	159 31	159 31	"
Ipswich,	30 22	11 09	2,300 00	-	6,500 00	370 00	-	2	102	800 00	367 35	367 35	School appar.
Lawrence,	63 44	19 08	11,900 00	-	-	-	521 17	2	225	-	675 29	675 29	Schools.
Lynn,	57 28	19 22	18,000 00	-	-	-	-	5	100	20 00	46 28	46 28	"
Lynnfield,	33 66	17 66	600 00	-	-	-	-	1	35	400 00	87 89	87 89	"
Manchester,	43 18	16 07	1,600 00	-	-	-	-	9	200	1,200 00	352 22	352 22	"
Marblehead,	52 80	15 30	5,500 00	-	-	-	-	3	50	860 00	109 02	109 02	Apparatus & Term Books.
Methuen,	32 84	14 54	1,800 00	-	-	-	-	1	11	-	42 05	42 05	Schools.
Middleton,	35 67	14 00	500 00	-	-	-	-	1	29	OK	OK	OK	"
Newbury.	22 25	13 00	1,000 00	-	-	-	-	1	29	175 00	175 00	175 00	"

	34 15	19 00	2,500 00	-	-	-	-	-	-	2	70	480 W	101 01	101 01
Rockport,	34 00	15 45	700 00	-	-	-	-	-	-	1	20	35 00	45 84	45 84
Roxbury,	76 75	17 62	19,237 48	-	-	-	-	-	-	36	765	11,450 00	899 34	899 34
Salem,	30 48	14 52	2,000 00	-	-	-	-	-	-	5	125	300 00	152 41	152 41
Salisbury,	30 50	17 25	1,300 00	80 00	-	-	-	-	-	-	-	-	82 10	82 10
Saugus,	53 33	18 37	1,400 00	-	-	-	-	-	-	1	20	1,000 00	-	-
Swampscott,	30 75	11 67	700 00	-	-	-	-	-	-	1	27	720 00	56 52	56 52
Topshfield,	34 00	14 50	700 00	-	-	-	-	-	-	1	63	350 00	49 84	49 84
Wenham,	30 87	14 57	1,150 00	46 25	-	-	-	-	-	1	35	32 00	90 56	90 56
West Newbury,	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nahant,*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total,	38 90	15 31	118,502 98	126 25	82,485 00	4,850 26	1,199 64	8 594	8,615 00	128 3018	28,509 25	6,229 55	6,229 55	6,229 55

* Newly incorporated. Returns included in Lynn.

MIDDLESEX COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.	Males.	Females.	Total.			
											Males.	Females.					Males.	Females.	
Acton, .	1,605	\$541,225 00	9	326	414	250	348	38	67	340	—	—	7	5	4	25.09	29.14	55.03	
Ashby, .	1,218	580,860 00	9	253	312	205	246	20	64	265	—	—	9	3	6	25.15	24.15	50.10	
Ashland, .	1,304	407,121 00	8	262	310	225	257	33	42	315	—	—	8	4	5	23.08	23	46.08	
Bedford, .	975	350,999 00	6	220	224	178	182	25	33	199	2	2	5	5	5	24.05	22.05	46.10	
Billerica, .	1,646	870,595 00	11	381	380	295	299	64	56	376	—	—	11	5	6	39.17	32.05	72.02	
Boxborough, .	396	239,712 00	4	89	104	74	95	15	20	76	—	—	4	3	1	11.16	9.08	21.04	
Brighton, .	2,356	1,634,725 00	9	566	533	401	407	75	40	455	3	7	3	7	3	7	49.10	49.10	99
Burlington, .	547	287,868 00	5	86	95	50	60	7	22	100	—	—	4	2	—	8.06	7	15.06	
Cambridge, .	15,215	10,608,787 70	38	3,654	3,576	2,627	2,655	—	271	3,495	10	48	10	49	10	49	196.14	228	424.14
Carlisle, .	719	323,524 00	5	115	138	89	117	14	26	128	—	—	5	5	—	19.09	15.06	34.15	
Charlestown, .	17,216	8,624,690 00	37	3,453	3,298	2,615	2,527	329	136	3,344	10	51	10	51	10	51	222	222	444
Chelmsford, .	2,098	958,369 00	12	431	528	334	417	41	104	458	—	—	12	9	3	41.02	43.10	84.12	
Concord, .	2,249	1,262,803 20	11	406	425	294	308	43	90	344	1	11	5	7	6	64	44.19	108.19	158.19
Danvers, .	3,503	700,182 00	11	364	428	271	317	69	92	359	—	—	11	10	1	39	29.18	68.18	107.18
Dunstable, .	590	361,061 00	5	104	138	80	124	11	42	108	—	—	5	4	1	13.06	12	25.06	38.06
Frammingham, .	4,235	1,910,613 00	16	715	791	543	654	48	102	805	3	14	6	11	6	11	56.05	59	115.05
Groton, .	2,515	1,451,025 00	17	486	583	356	436	81	86	596	—	—	17	8	9	62.15	56	118.15	176.15
Holliston, .	2,428	821,596 00	13	534	608	454	489	79	84	564	—	—	14	9	4	47.19	40.11	88.10	128.10
Franklin, .	9,401	867,091 50	12	511	630	373	484	20	62	653	2	9	4	9	4	9	42.10	43.05	85.15

Lowell, . . .	33,355	7,391	7,081	4,414	4,346	1,242	509	5,705	21	83	91	83	205	319	617
Malden, . . .	3,520	736	708	502	506	7	18	745	3	8	4	7	7	312	103.10
Marlborough, . .	2,941	545	675	458	529	59	105	712	1	13	9	5	5	47.05	85.15
Medford, . . .	3,749	711	670	560	532	52	44	794	4	11	4	11	11	60.10	121
Melrose, . . .	1,260	238	261	201	207	36	8	299	1	3	1	4	19.05	23.05	42.10
Natick, . . .	2,744	522	645	418	500	43	91	570	1	10	6	7	27.11	40.05	67.16
Newton, . . .	5,258	881	1,013	691	812	28	68	1,072	5	12	7	13	80	95	175
Pepperell, . . .	1,754	317	341	249	279	18	42	276	-	9	7	2	27.06	23.04	50.10
Reading, . . .	3,108	672	668	475	531	64	62	617	-	17	6	9	66.10	45	111.10
Sherborn, . . .	1,043	206	272	174	225	26	29	217	-	7	5	2	22.02	19.06	41.08
Shirley, . . .	1,158	207	268	178	215	24	44	226	-	7	6	2	21	24.06	45.06
Somerville, . . .	3,540	899	862	583	600	71	85	761	4	14	5	13	66	69	135
South Reading, . .	2,407	537	472	393	402	49	74	447	1	8	1	8	58.05	28.13	86.18
Stonham, . . .	2,085	469	63	317	47	81	41	368	-	9	1	-	50	3.05	53.05
Stowe, . . .	1,455	356	331	244	236	15	67	278	1	6	2	5	26.15	23.05	50
Sudbury, . . .	1,578	276	399	213	316	26	83	330	-	5	5	-	18.17	14.18	33.15
Tewksbury, . . .	1,042	210	222	147	164	32	34	225	-	7	1	6	32.11	27	59.11
Townsend, . . .	1,947	425	550	347	455	64	113	428	-	13	6	7	36.16	35.11	72.07
Tyngsborough, . .	799	167	191	128	139	5	19	191	-	7	2	5	24	22.10	46.10
Waltham, . . .	4,464	816	853	628	650	28	85	876	3	16	5	14	89	84.04	173.04
Watertown, . . .	2,837	622	579	439	427	75	20	559	3	6	3	7	38	43	81
Wayland, . . .	1,115	241	250	196	182	19	27	214	-	7	4	3	17	18.02	35.02
W. Cambridge, . .	2,292	353	370	280	288	8	41	360	3	4	3	7	39.08	39.08	78.16
Westford, . . .	1,473	287	392	216	298	55	72	307	-	10	8	3	35.03	29.14	64.17
Weston, . . .	1,205	200	236	153	183	20	28	225	-	6	6	-	24.01	20.08	44.09
Wilmington, . . .	876	146	165	113	132	21	41	159	-	5	5	-	17.11	12.06	29.17
Winchester, . . .	1,353	312	286	241	223	27	34	253	2	6	2	6	39	39	78
Woburn, . . .	3,954	901	787	570	613	84	68	840	2	13	3	13	78.10	36.05	114.15
N. Reading,* . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, . . .	161,385	33,228	33,834	23,709	25,040	3,313	3,562	31,752	88	589	263	423	4.07	4.01	8.08

* Newly Incorporated. Returns Included in Reading.

MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, including the value of board.	Amount of money raised by taxes for the support of schools, including only wages of Teachers, board and fuel.	Amount of board, fuel, &c., voted to support of schools.	Am't of School Funds the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, &c., voted to support, that may be appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Acton, . . .	\$34 10	\$13 54	\$1,100 00	-	-	-	-	-	1	\$107 00	1	33	\$107 00	\$77 21	Schools.
Ashby, . . .	22 66	14 45	900 00	-	-	-	-	-	2	28 00	2	40	28 00	58 96	"
Ashland, . .	36 65	15 81	1,100 00	-	-	-	-	-	1	130 00	1	50	130 00	66 53	"
Bedford, . .	35 00	15 40	885 00	-	-	-	-	-	1	50 00	1	20	50 00	37 16	"
Billerica, . .	29 46	14 73	1,500 00	-	-	-	\$92 63	1	44	\$176 00	1	20	20 00	78 54	"
Boxborough, .	30 00	14 00	400 00	\$15 00	-	-	-	-	1	-	1	30	-	16 02	"
Brighton, . .	61 35	16 95	3,500 00	-	-	-	-	-	1	220 00	1	30	220 00	99 01	"
Burlington, .	35 00	13 00	300 00	-	-	-	58 93	1	20	1,000 00	9	150	3,500 00	21 36	City Treas.
Cambridge, .	88 44	23 40	24,253 15	-	\$500 00	\$30 00	-	1	175	3,600 00	6	138	2,060 00	743 15	Schools.
Carlisle, . .	26 86	12 02	600 00	-	5,600 00	\$36 00	-	1	107	105 00	4	107	105 00	26 48	"
Charlestown, .	80 00	21 00	23,550 00	-	-	-	-	-	2	744 00	2	35	744 00	105 02	"
Chelmsford, .	30 11	16 13	2,000 00	33 00	1,578 45	95 94	-	-	-	-	-	-	-	-	Not rec'd.
Concord, . .	41 80	17 12	2,900 00	10 00	-	-	-	-	-	-	-	-	-	79 88	Schools.
Dracut, . . .	26 07	11 25	1,200 00	47 00	-	-	-	-	-	-	-	-	-	21 59	"
Dunstable, . .	27 79	14 17	450 00	-	-	210 00	-	2	78	674 00	2	78	674 00	178 89	"
Frammingham, .	47 98	22 70	3,850 00	-	3,500 00	37 20	-	1	140	2,060 88	-	-	-	127 05	"
Groton, . . .	28 18	12 93	2,000 00	-	620 00	-	-	1	60	1,100 00	-	-	-	108 80	"
Holliston, . .	35 85	15 09	2,000 00	-	-	240 00	-	1	-	-	-	-	-	133 26	"
Hopkinton, .	35 00	17 00	2,575 00	-	4,000 00	-	-	-	-	-	-	-	-	77 87	"
Marlborough, .	45 98	20 39	2,500 00	-	-	-	-	-	2	1,165 00	2	53	1,165 00	-	"

WORCESTER COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.		No. of persons between 5 and 15 years of age		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.							
													SUMMER.		WINTER.				SUMMER.		WINTER.			
			In Sum- mer.	In Winter.	In Sum- mer.	In Winter.	In Sum- mer.	In Winter.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Ashburnham, .	1,875	\$681,420 00	14	393	504	333	425	42	82	427	14	7	32,17	37,14	70,11									
Athol, .	2,033	683,384 00	15	419	549	343	478	49	105	434	13	7	33,11	43	76,11									
Auburn, .	879	380,896 00	6	162	182	96	144	20	28	188	5	1	15,00	13,18	28,07									
Barre, .	2,976	1,430,964 00	19	499	698	415	584	67	117	596	18	10	56,14	59	115,14									
Berlin, .	866	276,330 00	5	169	196	116	156	15	18	165	5	4	14,09	15	29,09									
Blackstone, .	4,391	1,705,166 00	14	715	687	617	607	101	52	905	3	11	51	57,03	108,03									
Bolton, .	1,263	525,254 00	9	227	316	188	272	19	91	255	1	8	32,16	31,16	64,12									
Boylston, .	918	450,982 60	6	172	214	141	176	21	36	219	6	4	2	19	36,06									
Brookfield, .	1,673	632,064 00	11	340	436	287	347	62	86	326	10	6	30	33	63									
Charlton, .	2,015	942,701 00	13	381	489	305	374	37	69	390	13	9	36,03	37	73,03									
Clinton, .	3,113	999,148 00	7	480	437	264	290	47	63	526	2	5	3	38,10	77									
Dana, .	842	211,123 00	6	154	200	108	156	14	38	178	6	4	2	19	37,15									
Douglas, .	1,878	678,709 00	10	391	427	285	323	64	42	414	11	7	34,12	31,11	65,03									
Dudley, .	1,446	651,391 00	7	264	309	189	245	38	43	309	7	6	26,16	25,16	52,12									
Fitchburg, .	5,120	2,030,864 60	22	932	1,038	770	837	105	186	1,041	2	21	98	67,16	105,16									
Gardner, .	1,533	558,389 60	8	353	458	276	391	20	89	390	8	6	5	20,12	46,19									
Grafton, .	3,925	1,386,063 00	18	743	801	590	612	78	146	854	1	17	9	58,05	120,11									
Harvard, .	1,631	823,396 00	12	296	390	250	340	18	80	280	12	7	5	34,06	70,11									
Haverhill, .	1,630	741,352 00	10	282	326	234	273	27	84	326	10	7	3	27,05	57,17									
Holden, .	1,933	787,834 50	13	412	486	327	391	45	82	448	12	6	7	33,14	69,02									
Hubbardston, .	1,825	643,503 00	15	427	531	341	445	36	120	454	15	8	7	34,11	75,11									
Hubbardston, .	1,688	674,924 00	11	327	367	249	304	37	59	356	11	9	4	31,12	75,11									
Leicester, .	2,968	1,219,330 00	13	416	486	336	390	43	26	520	13	15	7	37,08	77,14									
Leicester, .	3,121	1,244,051 10	15	648	770	515	609	51	170	605	1	15	8	47,16	109,03									

WORCESTER COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, printed or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Ashburnham, .	\$30 61.	\$17 66	\$1,500 00.	—	—	—	—	—	3	\$265 00	3	100	—	\$94 56	Schools.
Athol, .	32 02	14 03	1,500 00	\$20 00	—	—	—	—	1	227 50	1	65	—	93 45	"
Auburn, .	28 48	12 29	600 00	40 00	—	—	—	—	1	—	1	—	—	44 72	"
Barre, .	28 20	15 34	2,300 00	111 59	—	—	—	—	1	—	1	—	—	132 61	"
Berlin, .	27 62	13 00	500 00	—	—	—	—	—	1	500 00	1	40	—	42 05	"
Blackstone, .	31 00	14 25	2,000 00	225 00	—	—	—	—	1	100 00	1	12	—	193 80	"
Bolton, .	34 06	15 00	1,208 06	—	\$12,000 00	720 00	\$280 00	—	—	—	—	—	—	66 97	Not returned.
Boyleston, .	27 09	13 10	600 00	47 00	—	—	66 97	—	2	186 33	2	70	—	47 17	Schools.
Brookfield, .	24 30	15 17	1,300 00	—	—	—	—	—	3	240 00	3	80	—	74 09	"
Charlton, .	25 76	13 34	1,200 00	42 00	—	—	—	—	1	150 00	1	45	—	84 10	"
Canton, .	49 46	22 29	2,400 00	—	—	—	—	—	1	90 00	1	20	—	110 14	Town expens's
Clinton, .	21 91	11 41	440 00	122 84	—	—	—	—	1	36 00	1	6	—	44 06	Schools.
Dana, .	28 00	15 12	1,500 00	—	550 00	33 00	138 00	—	1	250 00	1	28	—	80 99	"
Douglas, .	25 72	14 04	900 00	70 00	2,000 00	120 00	—	—	1	—	1	30	\$100 00	68 31	"
Dudley, .	43 44	17 49	4,600 00	—	—	—	—	—	2	254 60	2	60	—	229 84	"
Fitchburg, .	33 75	14 70	1,000 00	—	—	—	—	—	1	—	1	—	—	86 77	"
Gardner, .	34 22	17 48	2,800 00	10 00	—	—	—	—	3	33 00	3	45	—	190 90	"
Grafton, .	32 87	13 45	1,300 00	—	200 00	12 00	—	—	1	100 00	1	25	—	64 53	Town Treas.
Harvard, .	30 48	14 09	1,200 00	—	—	—	—	—	1	—	1	—	—	74 31	Schools.
Holden, .	30 59	14 71	1,200 00	—	3,663 66	202 00	36 00	—	1	135 00	1	45	—	102 35	"
Hubbardston, .	30 32	11 15	1,200 00	—	1,200 00	72 00	—	—	5	363 00	5	214	—	95 68	"
Leicester, .	31 58	14 23	1,600 00	—	1,000 00	60 00	—	—	1	1,111 00	1	5	—	70 76	"
Leicester, .	26 20	15 33	1,160 00	—	1,000 00	60 00	—	—	1	—	1	—	—	102 35	"
Loomis, .	40 53	16 27	2,150 00	59 50	100 00	6 00	—	—	6	166 00	6	37	—	138 84	"

Lauenburg, ...	20 70	14 14	1,000 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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HAMPSHIRE COUNTY.

TOWNS.	Population—U. States Census, 1860.	Valuation—1860.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.				
									SUMMER.		WINTER.						
			In Sum- mer.	In Winter.	In Sum- mer.	In Winter.	Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.				
Amherst, ...	3,052	\$1,187,267 00	14	592	753	476	604	60	72	650	3	12	4	14	49.06	49.09	98.15
Belchertown, ...	2,680	830,356 00	19	480	634	360	478	45	103	617	—	18	12	7	52	54	106
Chesterfield, ...	1,014	384,115 00	10	190	234	154	196	20	40	258	—	9	4	6	35.06	30.11	65.17
Cummingtown, ...	1,172	375,196 00	10	220	303	158	237	25	48	278	—	10	7	3	34.19	32.16	67.15
Easthampton, ...	1,342	434,564 00	6	185	190	142	152	13	16	236	—	7	3	4	21.11	20.16	42.07
Enfield, ...	1,036	450,684 00	8	194	237	162	201	21	23	220	—	8	6	2	23	22.10	45.10
Goshen, ...	512	178,995 00	5	118	101	93	73	22	15	114	—	5	2	3	17.12	11.09	28.01
Granby, ...	1,095	395,537 00	9	185	241	152	204	17	28	216	—	8	3	6	30.10	30.10	61
Greenwich, ...	838	228,570 00	7	139	217	119	146	9	40	180	—	7	5	2	19.05	17.10	36.15
Hadley, ...	1,986	904,424 00	14	317	432	263	355	37	66	424	—	10	5	9	34.06	47.08	81.14
Hatfield, ...	1,073	706,290 00	6	185	255	149	215	27	57	294	—	6	2	6	27.14	27.12	55.06
Middlefield, ...	737	249,904 00	11	170	171	121	137	20	29	179	—	11	6	4	34	30	64
Northampton, ...	5,278	2,504,144 00	25	1,034	1,009	714	742	71	157	1,129	1	31	4	25	125.17	107.02	232.19
Norwich, ...	756	241,678 00	10	212	271	185	215	21	46	161	—	13	3	7	37.03	27	64.03
Pelham, ...	983	214,606 00	8	201	292	186	221	20	49	233	—	8	6	2	18.15	18.11	37.06
Plainfield, ...	814	286,006 00	9	148	154	111	127	8	27	149	1	8	5	2	27	20.10	47.10
Prescott, ...	737	253,561 00	5	136	163	111	126	17	31	161	—	5	4	1	14.10	14	28.10
South Hadley, ...	2,491	663,482 00	10	374	421	263	312	21	62	426	—	10	4	7	43.10	33	76.10
Southampton, ...	1,060	377,282 00	8	229	230	130	171	13	22	244	—	6	2	6	27.12	26.18	54.10
Ware, ...	3,785	1,108,228 00	17	593	658	564	565	127	151	592	3	14	8	9	66.11	50	116.11
Westhampton, ...	602	215,719 00	8	129	144	99	113	24	9	140	—	1	4	3	32	21.18	53.18
Williamsburg, ...	1,537	647,359 00	11	303	330	239	267	9	27	335	—	11	1	9	45.10	30.10	76
Worthington, ...	1,134	443,473 00	12	273	315	193	248	24	60	274	—	13	10	1	54.03	32.13	86.16
TOTAL	25,714	13,321,240 00	242	6,607	7,755	5,153	6,105	671	1,178	7,423	9	238	110	138	3.12	3.03	6.15

HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amherst, .	\$47 47	\$19 21	\$2,100 00	-	\$600 00	\$36 00	-	1	40	\$750 00	8	160	\$2,300 00	\$145 74	Schools.
Belchertown, .	22 27	13 40	1,600 00	\$175 00	-	-	-	-	-	-	1	35	130 00	132 39	"
Chesterfield, .	21 00	13 80	500 00	405 20	607 00	36 42	-	-	-	-	1	-	-	53 18	"
Cummington, .	22 50	13 36	700 00	386 00	-	-	\$150 00	-	-	-	3	65	570 00	64 30	"
Easthampton, .	18 77	14 85	700 00	193 00	-	-	-	1	186	3,035 33	5	120	200 00	51 17	Town expens's
Enfield, .	21 45	13 69	700 00	-	-	-	-	-	-	-	1	28	70 00	40 05	Schools.
Goshen, .	21 14	14 18	300 00	176 00	-	-	-	-	-	-	1	36	250 00	21 81	"
Granby, .	26 00	13 00	850 00	-	-	-	-	-	-	-	1	45	135 00	53 84	"
Greenwich, .	25 11	12 68	600 00	60 00	-	-	-	-	-	-	2	60	180 00	30 71	"
Hadley, .	29 33	14 63	1,500 00	-	15,000 00	530 25	-	1	51	613 00	2	18	130 00	50 06	"
Hatfield, .	29 00	15 00	1,000 00	24 00	-	-	-	-	-	-	1	18	130 00	31 37	"
Middlefield, .	21 31	14 02	500 00	492 00	-	-	90 00	-	-	-	4	66	2,020 00	246 53	"
Norhampton, .	57 09	15 29	5,000 00	42 00	3,106 00	194 03	-	-	-	-	2	25	25 00	42 72	"
Norwich, .	25 33	10 89	400 00	373 50	-	-	-	-	-	-	2	25	25 00	38 27	"
Pelham, .	19 00	9 68	416 00	130 50	-	-	-	-	-	-	-	-	-	36 05	"
Plainfield, .	22 36	9 15	600 00	255 00	-	-	-	-	-	-	-	-	-	36 71	"
Prescott, .	23 93	12 48	350 00	137 50	-	-	-	-	-	-	1	25	225 00	91 00	"
South Hadley, .	28 83	14 58	1,500 00	64 00	-	-	-	1	275	16500 00	3	120	105 00	52 29	"
Southampton, .	21 13	13 60	555 00	-	-	-	155 00	1	32	200 00	3	120	105 00	174 66	"
Ware, .	30 60	15 95	2,600 00	-	-	-	-	-	-	-	1	16	80 00	30 26	"
Westhampton, .	17 09	10 25	450 00	246 00	-	-	-	-	-	-	1	50	168 00	69 64	"
Williamsburg, .	15 00	14 55	1,000 00	285 00	-	-	-	-	-	-	3	75	170 00	65 64	"
Worthington, .	22 53	12 94	500 00	572 97	1,848 67	110 92	146 98	-	-	-	-	-	-	-	-
Total, .	25 14	13 53	24,421 00	4027 67	21,161 67	907 62	541 98	5	584	21698 33	37	944	6,758 00	1,652 73	

HAMPDEN COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	SUMMER.					WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		
							Males.	Females.				Males.	Females.					
Blandford,	1,418	\$516,896 00	16	290	399	220	270	26	49	342	—	13	6	10	48.05	54.11	102.16	
Brimfield,	1,421	672,008 00	11	219	318	174	247	32	59	272	—	10	6	5	33.16	32.06	66.02	
Chester,	1,521	423,265 00	17	292	394	231	295	25	57	314	—	13	7	9	41.08	55.13	97.01	
Chicopee,	8,291	3,442,597 00	23	1,454	1,554	945	1,113	90	126	1,488	4	28	7	26	113.12	115.12	229.04	
Granville,	1,305	384,110 00	11	244	290	183	210	33	30	325	—	11	6	5	48.14	32.06	81	
Holland,	449	141,897 00	4	78	93	64	69	5	11	76	—	4	3	1	11.06	12.10	23.16	
Holyoke,	3,245	1,812,854 00	15	506	516	396	394	53	23	555	2	13	6	10	64.08	64.08	128.16	
Longmeadow,	1,252	845,906 00	10	182	256	131	210	15	29	250	—	8	5	5	33.08	40.01	73.09	
Ludlow,	1,186	453,837 00	9	179	242	139	194	24	20	240	—	8	2	7	29	27.15	56.15	
Monson,	2,831	916,185 60	16	481	615	358	481	49	80	558	—	16	12	4	62.11	58.11	121.02	
Montgomery,	383	159,091 00	5	92	87	67	63	9	6	84	—	5	4	1	19	16	35	
Palmer,	3,974	1,208,435 67	20	646	700	501	519	86	130	815	1	18	9	10	66	68.05	134.05	
Russell,	521	167,528 00	7	114	129	85	96	12	12	105	—	6	—	7	23.03	21.10	44.13	
Southwick,	1,190	525,318 00	10	287	341	217	235	13	70	242	1	9	5	5	45.05	42.15	88	
Springfield,	11,766	6,375,453 50	33	2,236	2,305	1,443	1,656	40	240	2,188	6	42	11	37	176.05	173.05	349.10	
Tolland,	594	202,555 00	8	115	136	80	97	20	20	95	—	8	2	5	33	22	55	
Wales,	711	217,938 00	6	112	165	91	126	16	24	136	—	5	3	3	11	17	28	
Westfield,	4,181	1,563,758 50	24	765	886	595	690	56	54	886	—	23	3	21	93	88.05	181.05	
W. Springfield,	2,979	1,661,640 00	20	601	664	370	496	45	61	725	—	18	7	13	78	72	150.00	
Wilbraham,	2,127	923,287 50	13	385	477	274	367	38	24	438	—	15	5	9	53.05	48	101.05	

HAMPTON COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools.	Amount of money contributed for Public Schools, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Blandford,	\$22 05	\$14 28	\$600 00	\$721 28	\$2,700 00	\$102 00	\$194 16	-	-	-	-	-	-	-	\$72 78	Schools.
Brimfield,	24 12	13 47	1,000 00	773 00	-	36 00	-	-	-	-	1 45	-	-	-	67 86	"
Chester,	22 31	12 45	800 00	572 50	600 00	-	-	-	-	-	4 140	-	-	-	67 64	"
Chicopee,	48 61	17 86	6,879 31	-	-	-	635 89	-	-	-	3 90	-	-	-	322 62	"
Granville,	21 34	12 34	600 00	450 00	-	-	-	-	-	-	1 20	-	-	-	68 98	"
Holland,	17 31	11 16	200 00	91 96	222 00	13 32	-	-	-	-	2 30	-	-	-	17 80	"
Holyoke,	27 71	13 55	2,500 00	-	-	-	-	-	1 28	\$100 00	1 20	-	-	-	116 81	"
Longmeadow,	24 29	14 19	1,370 12	-	1,131 00	67 86	-	-	-	-	2 30	-	-	-	56 29	Not received.
Ludlow,	21 83	14 44	700 00	300 00	-	-	-	-	-	-	1 12	-	-	-	118 37	Schools.
Monson,	24 74	12 66	1,600 00	613 67	-	-	-	-	1 83	1,273 90	2 50	-	-	-	17 80	Not returned.
Montgomery,	18 57	12 34	300 00	80 00	500 00	30 00	19 50	-	-	-	2 50	-	-	-	183 78	Schools.
Palmer,	28 32	15 42	2,200 00	117 50	-	-	-	-	-	-	1 1	-	-	-	22 92	"
Russell,	-	12 28	300 00	197 00	-	-	-	-	-	-	1 1	-	-	-	-	Not received.
Southwick,	25 67	11 77	-	409 00	15,618 01	937 08	-	-	-	-	6 120	-	-	-	475 48	Schools.
Springfield,	51 12	17 88	12,000 00	-	-	-	1,369 72	-	-	-	1 26	-	-	-	34 04	"
Tolland,	26 00	10 17	250 00	-	-	-	71 00	-	-	-	1 26	-	-	-	33 15	"
Wales,	21 00	11 33	400 00	20 00	-	-	-	-	1 138	1,600 00	2 60	-	-	-	200 25	"
Westfield,	23 00	16 50	3,000 00	503 02	5,000 00	834 00	-	-	1 228	2,797 00	1 35	-	-	-	147 74	"
W. Springfield,	24 14	14 56	1,500 00	1882 00	954 00	57 24	73 79	-	-	-	1 25	-	-	-	103 46	"
Wilbraham,	27 00	14 22	1,200 00	457 00	-	-	-	-	4 477	5,770 90	25	-	-	-	2,127 77	
Total,	24 96	13 66	37,390 43	6487 13	26,725 01	2,137 50	2,364 06	4	477	5,770 90	25	628	2,449 50	2,127 77		

BOARD OF EDUCATION.

FRANKLIN COUNTY.

TOWNS.	Population—T. States (Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 15 years of age who at- tend school.	No. over 15 years of age who attend school.	No. of persons between 15 and 18 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Ashfield, .	1,304	\$525,901 00	14	297	370	236	294	29	93	344	14	7	7	43.11	41	84.11	
Barnardston, .	937	375,346 00	6	139	257	147	202	13	48	246	6	3	3	23.16	19	42.16	
Buckland, .	1,056	927,773 00	8	221	295	190	220	26	43	248	8	4	4	34.17	25.17	60.14	
Charlemont, .	1,173	361,311 00	10	229	282	178	227	18	70	286	8	4	4	26	28	54	
Coleraine, .	1,785	642,893 00	20	363	471	344	368	46	84	424	16	8	8	53.06	31.12	84.18	
Conway, .	1,831	679,492 00	18	319	389	283	327	40	58	372	16	5	5	50.04	48.16	99	
Deerfield, .	2,421	1,009,306 00	17	400	465	320	359	37	38	467	16	4	4	54.05	53	107.05	
Erving, .	449	154,821 00	4	79	109	76	102	7	4	98	3	1	1	9.17	7.05	17.02	
Gill, .	754	283,207 00	6	155	187	124	150	13	22	162	6	6	6	24	19	43	
Greenfield, .	2,580	1,072,889 00	11	513	519	349	350	29	55	590	11	6	6	40	43.16	83.16	
Hawley, .	881	273,212 00	11	206	284	168	244	15	62	223	11	5	5	31.18	31.05	63.03	
Henrich, .	903	283,640 00	9	185	179	150	148	20	38	206	9	5	5	32.10	21.01	53.11	
Leverett, .	948	283,704 00	8	183	242	157	221	27	43	189	8	3	3	23.10	24.06	47.16	
Leyden, .	716	199,298 00	5	160	178	138	151	12	44	150	5	4	4	18.13	15.13	34.06	
Monroe, .	254	60,538 00	4	129	84	48	60	6	18	60	1	3	1	5.10	7.10	13	
Montague, .	1,518	447,222 00	14	318	404	283	346	35	45	364	1	1	6	41.16	40.16	82.12	
New Salem, .	1,253	410,657 00	12	317	347	252	279	28	65	314	12	5	7	38.14	33.06	72	
New Ashfield, .	1,779	796,681 00	14	317	493	281	347	36	49	373	14	1	1	43	43	86	

Bedfordbury,	912	246,195 00	9	204	216	151	179	221	30	211	8	3	5	24.10	25.06	49.16
Bedfordland,	702	310,442 00	7	163	218	135	204	223	45	185	7	5	3	23	22	45
Bedford,	1,021	454,605 00	10	163	255	153	211	19	50	208	9	4	6	24.03	25.17	50
Bedford,	920	389,204 00	10	106	212	83	161	22	24	178	5	2	6	13.01	25.09	38.10
Bedford,	1,101	438,772 00	6	163	191	131	151	19	39	201	6	4	2	23.12	20	43.12
Total, .	30,869	11,211,300 00	233	6,163	7,490	5,013	6,056	614	1,259	6,848	3	243	106	153	2.15	5.15

FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, printed or not.	Number of incorporated Academies.	Average No. of Scholars	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Ashfield, .	\$20 21	\$13 58	\$850 00	\$375 76	\$944 83	\$56 69	-	1	42	-	3	75	\$94 50	\$76 10	Schools.
Barnardston, .	25 22	14 11	500 00	120 18	716 67	43 00	-	1	42	\$448 75	2	41	-	53 18	"
Buckland, .	25 65	15 12	1,001 25	51 00	914 17	-	-	-	40	-	2	40	111 50	52 51	"
Charlemont, .	27 37	12 03	600 00	302 00	-	-	\$42 49	-	30	-	1	30	125 00	53 83	"
Coleraine, .	19 50	10 66	1,000 00	211 35	-	-	-	-	60	-	3	60	100 00	94 56	"
Conway, .	20 46	14 57	992 25	558 00	-	-	-	1	35	932 50	4	69	225 00	93 00	"
Deerfield, .	25 97	11 37	1,634 50	397 25	-	-	56 21	-	50	75 00	1	50	648 00	95 90	"
Erving, .	35 00	14 75	250 00	-	-	-	-	-	20	60 00	1	20	75 00	95 90	Not received.
Gill, .	-	14 88	500 00	138 00	-	-	-	-	40	480 00	3	40	480 00	38 27	Schools.
Greenfield, .	24 83	15 23	2,500 00	-	-	-	-	-	-	-	-	-	-	122 37	"
Hawley, .	25 50	12 00	500 00	364 50	400 00	24 00	-	-	-	-	-	-	-	50 95	"
Heath, .	22 31	12 25	600 00	251 50	-	-	-	-	-	-	-	-	-	45 61	"
Leverett, .	17 30	13 06	448 00	268 46	-	-	-	-	-	-	-	-	-	45 61	"
Leyden, .	23 50	17 20	400 00	250 00	-	-	-	-	28	90 00	1	28	90 00	36 49	"
Montague, .	18 00	11 77	158 00	-	207 33	12 44	12 00	-	8	10 00	1	8	10 00	13 80	"
Montpelier, .	30 00	16 75	1,092 00	467 62	-	-	172 00	-	75	250 00	1	75	250 00	75 20	"
New Salem, .	21 56	12 84	1,000 00	55 00	-	-	-	1	45	630 00	1	45	630 00	66 42	"
Northfield, .	24 00	14 00	1,000 00	225 00	400 00	24 00	66 00	-	65	1,000 00	1	65	1,000 00	79 87	"
Northage, .	22 82	12 27	1,100 00	-	-	-	-	-	87	90 35	3	87	90 35	-	Not received.

BERKSHIRE COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of scholars of all ages in all the schools.		Average attend- ance in all the schools.		No. of persons under 5 years of age who at- tend school.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total Mos. Days.
Adams, ...	6,172	\$1,724,484 00	28	1,158	1,208	799	831	155	135	1,345	3	23	12	18	82.12	96.18	179.10
Alford, ...	502	219,734 60	4	114	107	89	83	—	4	116	—	4	4	—	20	9.05	29.05
Becket, ...	1,223	313,915 00	11	275	275	186	190	23	43	275	—	10	6	5	42.15	32.05	75
Cheshire, ...	1,297	516,586 50	9	284	291	186	198	28	45	240	—	12	8	1	34.06	32.06	66.12
Clarksburg, ...	384	94,835 00	4	108	114	80	78	15	17	110	—	4	2	2	12	13	25
Dalton, ...	1,029	451,247 00	7	240	245	165	179	17	13	264	—	7	3	4	28	25.02	53.02
Egremont, ...	1,013	453,165 00	5	189	203	137	140	23	25	195	—	5	2	3	26	22.10	48.10
Florida, ...	561	145,049 00	7	144	179	107	129	17	76	163	—	7	5	2	19	16.16	35.16
Gt. Barrington, ...	3,263	1,288,176 00	17	510	540	334	379	53	45	726	—	13	9	6	63	58.15	121.15
Hancock, ...	789	355,151 00	5	83	108	62	85	1	18	134	—	2	4	1	8.14	16.17	25.11
Hinsdale, ...	1,253	403,324 00	8	227	268	166	184	17	22	308	—	7	2	6	25.17	25.10	51.07
Lanesborough, ...	1,226	501,445 00	8	224	236	153	156	12	23	247	—	8	6	2	27.10	34.10	62
Lee, ...	3,220	966,320 00	12	724	749	475	483	95	101	758	1	12	3	11	62	46	108
Lenox, ...	1,599	524,500 90	9	276	336	181	234	21	39	371	—	7	4	4	32.05	32.02	64.07
Monterey, ...	761	227,960 00	9	191	211	140	169	20	36	168	—	9	9	—	37	27.10	64.10
Mt. Washington, ...	*424	93,402 00	3	75	81	51	57	2	14	93	—	3	3	—	11.15	10	21.15
Mt. Ashford, ...	186	99,966 00	2	26	35	19	26	3	2	36	—	1	1	—	6.10	6	12.10
New Marlboro', ...	1,847	495,871 00	13	311	430	206	308	45	69	400	—	10	7	6	41.19	49	90.19
New Marlboro', ...	1,924	319,400 00	6	995	930	183	174	10	51	900	—	10	4	2	34	30.02	64.02

Worcester, ...	1,449	429,528 00	14	5245	8768	2137	2880	311	70	3181	130	9	7	50.14	52.17	112.11
Weymouth, ...	9335	171,525 00	14	114	1123	140	130	44	40	305	13	7	2	30	25.12	54.13
Weymouth, ...	2,766	1,108,145 00	14	540	540	343	402	72	91	646	13	10	4	60.10	55.13	125.03
Weymouth, ...	1,840	733,571 40	10	329	385	218	244	30	53	508	10	5	5	35.03	40.12	73.15
Weymouth, ...	821	233,086 00	7	172	189	116	127	22	17	180	7	2	6	26	23	49
Weymouth, ...	983	236,195 00	9	198	210	139	143	18	32	195	10	4	5	24.10	26	50.10
Weymouth, ...	1,713	541,186 00	7	298	312	170	194	38	38	315	1	6	1	32.10	29.05	61.15
Weymouth, ...	2,626	973,309 00	15	539	547	332	348	62	53	655	15	12	3	57.15	47.10	105.05
Weymouth, ...	899	208,619 00	11	211	255	149	189	40	44	204	10	6	5	32.16	28	60.16
Total, ...	49,506	17,197,607 00	303	9,369	10,245	6,465	7,055	1,076	1,322	10,981	7	282	156	150	3.08	7.03

* Including Boston Corner.

BERKSHIRE COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers, per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for public schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Adams, .	\$27 12	\$11 67	\$2,710 00	\$330 00	\$3,100 00	\$186 00	\$14 00	1	47	\$275 00	14	326	\$891 00	\$208 15	Schools.
Alford, .	18 25	10 50	250 00	168 00	-	-	-	-	-	-	-	-	80 00	23 59	"
Becket, .	24 41	15 82	600 00	637 25	1,200 00	75 00	75 00	-	-	-	-	-	-	64 08	"
Cheshire, .	21 33	13 95	700 00	563 50	-	-	-	-	1	-	1	20	180 00	64 53	"
Clarksburg, .	20 00	12 20	200 00	144 00	357 00	21 42	-	-	-	-	-	-	-	22 25	"
Dalton, .	26 00	14 22	600 00	308 00	-	-	-	-	-	-	-	-	-	58 07	"
Egremont, .	27 50	18 50	625 00	30 00	-	-	-	1	25	200 00	1	12	50 00	48 95	"
Florida, .	21 91	12 51	350 00	158 97	188 82	11 32	-	-	-	-	-	-	-	36 71	"
Gt. Barrington, .	16 63	10 00	1,500 00	800 00	960 00	57 60	-	1	75	1,200 00	1	25	2,000 00	-	Not received.
Hancock, .	20 50	15 35	365 00	188 00	200 00	12 00	-	-	-	-	-	-	-	36 71	Schools.
Hinsdale, .	25 52	14 69	650 00	217 50	247 00	14 82	-	1	73	1,100 00	3	43	145 00	67 64	"
Lanesborough, .	24 76	14 12	600 00	640 80	800 00	48 00	154 20	-	-	-	-	-	-	64 75	"
Lee, .	51 83	15 80	2,597 09	700 00	1,600 00	96 00	-	-	-	-	-	-	-	159 09	"
Lenox, .	24 94	13 50	700 00	473 50	-	-	-	1	30	480 00	1	16	1,600 00	70 53	"
Monterey, .	-	12 14	400 00	375 00	-	-	117 60	-	-	-	-	-	-	44 72	"
Mt. Washington, .	18 05	10 00	150 00	177 99	100 00	6 00	-	-	-	-	-	-	-	21 81	"
Mt. Ashford, .	23 00	10 50	75 00	25 00	-	-	-	-	-	-	-	-	-	8 01	"
New Ashford, .	24 03	12 15	700 00	530 00	-	-	-	-	-	-	-	-	-	89 80	"
New Marlboro', .	59 42	15 64	650 00	445 88	-	-	325 25	-	-	-	-	1	50 00	53 02	"

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money paid by tax for the support of schools, including only the wages of Teachers.	Amount of board, fuel, &c., voluntarily contributed for public schools.	Amount of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Bellingham,	\$29 75	\$14 98	\$800 00	-	\$418 16	\$25 00	\$140 63	1	37	\$531 00	-	60	\$70 00	\$66 75	Schools.
Brantree,	31 18	18 61	2,200 00	\$50 00	15,353 00	685 00	-	-	1	-	2	123	530 00	141 51	"
Brookline,	74 52	22 30	4,100 00	-	-	-	-	-	5	-	5	75	975 00	73 65	Town Treas.
Canton,	37 00	15 22	2,000 00	30 00	-	-	-	-	2	-	2	40	200 00	121 26	Schools.
Cohasset,	39 29	14 25	1,800 00	-	1,000 00	62 40	-	-	-	-	-	-	-	80 55	"
Dedham,	47 77	16 60	7,122 50	100 00	1,040 00	880 18	60 00	-	3	-	3	44	560 00	182 67	"
Dorchester,	58 04	19 67	11,677 54	-	14,512 61	-	-	-	3	-	3	100	2,344 00	366 01	"
Dover,	27 25	17 77	600 00	-	-	-	-	-	2	-	2	100	225 00	25 39	"
Foxborough,	34 58	17 30	1,400 00	-	-	-	-	-	-	-	-	-	-	84 33	"
Franklin,	29 97	16 13	1,200 00	-	-	-	-	-	-	-	-	-	-	85 20	"
Medfield,	37 44	15 61	600 00	-	3,760 19	225 61	-	-	-	-	-	-	-	38 72	"
Medway,	45 50	16 65	2,800 00	-	200 00	12 00	-	1	9	70 00	1	20	50 00	117 63	"
Milton,	36 14	22 50	3,300 00	-	-	-	-	-	6	-	6	60	2,000 00	103 63	"
Needham,	37 17	18 00	1,410 00	-	1,500 00	90 00	-	-	-	-	-	-	-	83 88	"
Quincy,	43 92	19 22	5,800 00	141 00	-	75 00	-	-	2	-	2	15	50 00	215 64	"
Randolph,	33 27	18 12	2,500 00	-	10,000 00	590 87	-	-	4	-	4	126	775 00	204 25	"
Roxbury,	88 54	21 50	24,709 61	-	55,680 19	2,321 00	-	-	18	-	18	360	8,000 00	705 10	"
Sharon,	39 50	15 64	800 00	7 00	3,613 00	162 78	120 00	1	-	-	1	35	24 00	50 73	"
Stoughton,	37 29	18 00	2,500 00	-	-	-	-	-	2	-	2	45	400 00	157 31	"
Walpole,	29 40	14 75	1,000 00	200 00	-	-	-	-	-	-	-	-	-	83 88	Town purposes
West Roxbury,	95 00	26 30	6,000 00	-	44,000 00	2,600 00	-	-	5	-	5	120	-	153 75	Schools.
Weymouth,	30 04	18 58	4,000 00	80 00	2,939 65	170 00	-	-	4	-	4	126	212 00	225 17	"
Wrentham,	28 33	16 20	2,250 00	14 00	2,001 71	120 10	341 86	1	85	550 00	-	4	60 00	156 64	"
Total,	43 47	18 00	91,100 65	622 00	156,627 51	7,970 03	692 49	3	81	1,151 00	64	1489	16,475 00	3,553 34	

BRISTOL COUNTY.

TOWNS.	Population—U. States Census, 1890.	Valuation—1890.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Attleborough, . .	4,200	\$1,038,000 00	26	811	877	616	694	74	78	929	4	24	10	16	97.11	109.05	206.16
Berkley, . .	908	261,405 00	7	110	248	77	199	27	45	211	—	3	5	2	7.15	19.17	27.12
Dartmouth, . .	3,868	2,279,042 00	26	761	838	538	584	85	86	905	—	27	13	15	115.08	99.14	215.02
Dighton, . .	1,641	517,487 00	11	285	434	231	318	47	47	381	—	9	6	5	25.15	38.14	64.09
Easton, . .	2,337	707,887 00	11	479	546	373	425	32	66	531	1	9	6	4	31.10	30	61.10
Fairhaven, . .	4,304	3,248,990 00	24	1,065	1,105	788	824	72	112	1,098	2	26	8	20	121 3/4	115	236 3/4
Fall River, . .	11,522	6,091,250 00	27	2,320	2,320	1,547	1,569	389	224	2,658	4	39	11	32	136.10	137.10	274
Freetown, . .	1,815	565,096 00	11	175	421	118	296	14	89	393	—	5	6	5	15.10	40.15	55.05
Mansfield, . .	1,789	378,902 00	8	364	394	269	300	50	43	386	1	6	6	2	22 1/2	24.10	46.10
New Bedford, . .	16,464	14,480,266 00	32	3,228	3,502	2,441	2,454	264	492	3,099	8	66	11	63	165	186 3/4	351
Norun, . .	1,967	714,021 00	9	374	440	288	316	21	32	425	—	8	6	3	27.10	25.02	52.12
Pawtucket, . .	3,753	916,587 00	10	720	674	518	483	45	21	919	2	14	2	14	41.15	47.15	89.10
Raynham, . .	1,541	514,908 00	7	300	346	231	267	36	71	318	—	7	7	—	25	22	47 3/4
Rehoboth, . .	2,103	680,206 00	15	311	485	241	333	43	72	420	—	11	11	4	35.05	44.10	79.15
Seekonk, . .	2,214	635,324 00	13	423	453	307	358	44	77	495	—	13	11	3	52.14	44.04	96.18
Scituset, . .	1,166	463,495 00	5	112	267	76	203	23	39	256	—	2	4	2	9.10	21	30.10
Somerset, . .	1,554	544,232 00	10	193	321	77	245	22	67	232	—	3	16	4	9	32	41
Swampzoy, . .	10,431	3,701,472 00	39	2,080	2,121	1,562	1,738	275	269	2,495	4	39	23	21	163.07	173.04	336.11
Taunton, . .	27,995	1,451,080 00	20	594	687	426	500	85	72	675	—	20	16	6	87.04	71	158.04
Westport, . .	7,137	90,949 52 3/4 00	311	14,614	16,503	10,794	19,152	1,212	9,000	17,307	102	931	1,079	607	9.12	4.03	7.12

TOWNS.	Average Wages of Male Teachers, per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Attleborough, . .	\$34 65	\$18 46	\$5,031 63	-	\$12,000 00	\$720 00	-	-	-	-	1	51	\$700 00	\$192 24	Schools.
Berkley, . .	26 55	14 21	500 00	\$45 00	-	-	-	-	-	-	5	75	132 00	42 94	"
Dartmouth, . .	26 30	14 20	3,000 00	\$34 27	-	-	-	-	-	-	1	140	600 00	210 26	"
Dighton, . .	27 90	16 02	1,075 00	131 00	-	-	\$100 00	-	-	-	1	35	-	81 44	"
Easton, . .	30 81	16 69	1,700 00	35 00	-	-	-	-	-	-	1	35	155 00	135 06	Not returned.
Fairhaven, . .	40 82	17 05	6,700 00	-	-	-	-	-	-	-	3	41	800 00	239 41	Schools.
Fall River, . .	56 30	18 50	11,000 00	-	-	-	-	-	-	-	6	150	1,175 00	551 13	"
Freetown, . .	28 00	14 78	1,000 00	15 00	-	-	-	-	-	-	3	80	200 00	87 22	"
Mansfield, . .	28 00	16 50	945 00	25 00	1,000 00	50 00	-	-	-	-	25	513	5,769 94	81 21	"
New Bedford, . .	67 60	18 77	22,126 81	-	12,000 00	700 00	-	1	70	2,200 00	25	38	-	737 81	"
Norton, . .	30 39	18 95	1,200 00	-	-	-	-	1	111	3,936 00	2	38	-	87 67	"
Pawtucket, . .	50 00	14 78	2,750 00	-	-	-	-	-	-	-	2	38	70 00	200 92	"
Raynham, . .	30 46	14 60	1,000 00	-	-	-	-	-	-	-	3	75	80 00	70 53	"
Rehoboth, . .	25 02	15 00	1,000 00	303 00	372 50	22 35	139 35	-	-	-	6	100	200 00	101 46	"
Seekonk, . .	29 15	14 13	1,200 00	423 00	-	-	242 00	-	-	-	2	55	773 00	116 15	"
Somerset, . .	30 17	13 50	700 00	60 00	-	-	-	-	-	-	4	128	238 41	54 51	"
Swansey, . .	28 83	13 25	600 00	309 00	-	-	-	-	-	-	4	128	238 41	54 51	"
Taunton, . .	40 01	19 20	12,000 00	-	14,000 00	950 00	-	1	100	1,900 00	4	120	1,200 00	526 43	"
Westport, . .	26 72	14 28	2,000 00	680 54	-	-	284 25	-	-	-	6	144	200 00	135 73	"
Total, . .	34 65	15 94	75,548 47	2,680 81	38,372 50	2,442 35	765 60	3	281	8,036 00	72	1745	12,293 35	3,711 08	

PLYMOUTH COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Abington,	5,269	\$1,466,878 00	20	1,225	1,303	926	808	83	187	1,061	5	15	5	15	95.05	95.05	190.10
Bridgewater,	2,790	1,222,351 00	15	550	581	433	442	63	44	555	—	15	8	6	54.19	45	99.19
Carver, . .	1,186	347,885 00	7	259	310	189	246	19	68	266	—	7	5	2	25.05	22.10	47.15
Duxbury,	2,679	1,076,383 00	13	483	478	357	413	37	45	519	1	12	10	3	60	47.05	107.05
E. Bridgewater,	2,545	811,600 00	10	467	487	349	367	47	40	549	—	10	2	9	33.16	28	61.16
Halifax, .	784	255,884 00	10	172	195	130	151	22	45	173	—	—	5	—	18.05	16.13	34.18
Hanover, .	1,592	550,089 00	8	302	323	228	253	12	7	356	—	8	3	5	42.06	28.06	70.12
Hanson, .	1,217	376,786 00	9	241	245	190	199	36	35	241	—	9	5	3	35.16	21.16	57.12
Hingham,	3,986	1,570,886 00	12	626	623	456	443	54	17	795	4	8	5	7	78	78	156
Hull, .	253	117,823 00	1	54	56	35	41	4	3	57	—	1	1	—	6	3	9
Kingston,	1,591	853,645 00	8	277	311	203	236	26	49	286	—	8	6	2	34	32	66
Marion, .	—	—	5	—	212	—	170	4	56	212	—	—	5	—	—	15.05	15.05
Marshfield,	1,837	643,191 00	9	320	337	248	326	24	54	385	—	9	7	2	35.12	32.04	67.16
Middleborough,	5,331	1,603,928 00	38	1,070	1,161	823	947	139	194	1,134	1	37	22	13	146	104	250
N. Bridgewater,	3,940	1,043,150 00	16	822	946	649	732	37	83	979	1	16	11	6	58	52	110
N. Brook, .	1,388	440,917 00	8	263	305	199	228	28	40	281	—	8	5	3	31.10	25.10	57
Plymouth,	6,025	2,473,123 00	33	1,206	1,184	1,011	969	39	91	1,341	4	32	9	25	173.15	152.03	325.18
Plympton,	927	330,503 00	6	165	188	138	151	12	12	209	—	6	5	1	24	18	42
Rochester,	3,808	1,181,629 00	19	384	654	306	526	49	133	757	—	26	11	9	39	55.13	94.13
State, . .	2,149	664,955 00	11	502	537	366	432	42	77	462	1	10	8	4	64.15	35	99.15

PLYMOUTH COUNTY—CONTINUED.[illegible]

Beach Salts, ...	27 00	15 31	1,700 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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* Newly Incorporated. Returns Included in Middleborough.

BOARD OF EDUCATION.

BARNSTABLE COUNTY.

TOWNS.	Population—U. States Census, 1860.	Valuation—1860.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 16 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Barnstable,	5,004	\$1,522,871 00	20	704	1,227	531	861	93	235	1,193	—	17	11	17	73	96	169
Brewster,	1,526	384,827 45	6	242	285	155	213	5	18	289	—	6	5	1	30.14	21.06	52
Chatham,	2,440	484,718 25	13	481	550	299	422	69	118	511	—	15	10	3	67	36.12	103.12
Dennis,	3,257	798,934 14	17	792	793	521	584	30	54	855	1	15	9	8	111	51.05	162.05
Eastham,	845	185,714 50	5	167	216	148	171	12	70	184	—	5	3	2	20	15.10	35.10
Edmouthe,	2,519	954,466 75	19	465	562	350	478	34	126	596	—	17	10	8	65.06	57	122.06
Harwich,	3,258	524,639 75	18	779	978	497	638	114	150	923	—	19	13	6	96.06	50.18	147.04
Orleans,	1,848	325,576 30	10	417	539	320	460	39	109	440	—	10	8	2	35.15	31.16	67.11
Provincetown,	3,157	1,043,135 00	8	741	719	485	584	47	107	583	4	7	5	9	24.15	16.15	41.10
Sandwich,	4,368	1,314,391 15	24	503	1,084	398	862	56	138	1,173	21	16	9	58.03	90.07	148.10	
Sandwich,	2,051	367,199 50	11	345	545	257	452	19	140	521	—	6	7	4	24	23	47
Truro,	2,411	294,228 00	12	446	667	305	503	25	188	543	—	11	8	6	52.11	38	90.11
Wellfleet,	2,595	746,587 95	15	464	514	342	430	50	106	555	—	14	13	2	50	46	96
Yarmouth,																	
Total,	35,279	8,897,349 74	187	6,546	8,679	4,608	6,688	593	1,559	8,366	5	163	118	77	3.16	3.01	6.17

* Including Marshpee District.

BARNSTABLE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools.	Inclusive of Teachers' wages and fuel, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Supplies Received appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Barnstable,	\$38 41	\$17 85	\$3,000 00	\$500 00	—	—	1,000 00	—	—	—	15	400	\$1,000 00	\$311 50	Schools.
Brewster,	29 50	14 50	1,000 00	50 00	—	—	—	—	—	—	1	30	500 00	83 88	"
Chatham,	32 80	12 60	1,300 00	701 00	—	—	—	—	—	—	2	56	775 00	114 59	"
Dennis,	31 00	12 80	1,300 00	1,450 75	—	—	—	—	—	—	3	125	650 90	184 45	"
Eastham,	26 37	11 00	505 00	18 00	—	—	50 00	—	—	—	2	40	45 00	42 50	"
Falmouth,	30 65	13 35	1,500 00	400 00	\$10,000 00	\$600 00	320 00	—	1	33	4	80	60 00	137 95	"
Harwich,	31 70	11 35	1,500 00	703 33	—	—	—	—	—	—	1	—	—	197 13	"
Orleans,	26 46	13 21	1,100 00	130 00	400 00	24 00	—	—	—	—	1	40	250 00	99 68	"
Provincetown,	41 00	13 33	3,000 00	—	—	—	—	—	—	—	1	40	200 00	132 83	"
Sandwich,	28 82	16 32	3,000 00	85 00	2,000 00	120 00	374 95	1	20	280 00	12	120	1,324 00	251 65	"
Truro,	34 92	13 20	900 00	—	—	—	—	1	55	600 00	—	—	—	109 03	"
Wellfleet,	34 14	16 15	1,200 00	849 25	—	—	95 00	—	—	—	1	35	400 00	123 04	"
Yarmouth,	30 18	13 36	2,000 00	200 00	—	—	—	1	24	380 00	1	50	1,000 00	125 71	"
Total,	32 00	13 77	21,305 00	5087 33	12,400 00	744 00	1,839 95	4	132	1,955 00	44	1016	6,204 90	1,913 94	

DUKES COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.				No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
			In Sum'r.		In Winter.		In Sum'r.	In Winter.	SUMMER.					WINTER.		Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
			Males.	Females.	Males.	Females.			Males.	Females.				Males.	Females.					
Chilmark,	747	\$471,385 00	3	44	143	34	109	10	32	144	1	3	—	3	—	3	10.03	13.03		
Edgartown,	1,990	670,834 00	9	341	420	282	341	—	51	380	2	8	5	10	16	28.17	44.17			
Tisbury, .	1,863	555,806 00	9	167	304	95	248	16	38	402	2	2	2	6	6	18	36	54		
Total, .	4,540	1,638,005 00	21	552	867	411	698	26	121	936	4	11	10	16	16	1.15	3.11	5.06		

NANTUCKET COUNTY.

Nantucket,	8,452	\$4,595,362 00	15	1,412	1,362	1,079	1,050	—	186	1,704	5	28	5	26	79.15	78	157.15
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Towns.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Chilmark,	\$32 00	\$12 00	\$400 00	-	-	-	-	-	-	\$100 00	-	-	-	-	Not received.
Edgartown,	36 90	14 29	1,500 00	-	-	-	-	-	10	653 00	10	200	653 00	\$85 00	Schools.
Tisbury,	34 00	15 80	1,400 00	-	\$6,000 00	\$300 00	-	1	50	\$224 00	6	150	500 00	87 66	"
Total, .	32 63	14 03	3,300 00	-	6,000 00	300 00	-	1	50	224 00	16	350	1,253 00	172 66	

NANTUCKET COUNTY—CONTINUED.

Nantucket,	\$62 60	\$17 88	\$9,725 13	-	-	-	-	1	-	-	12	290	\$4,100 00	\$384 04	Schools.
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RECAPITULATION.

COUNTIES.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend school.		No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the county.	No. of Teachers, including Sum- mer and Winter terms.		Average length of the Schools.		Average wages of Male Teachers per month, including the Value of board.
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Winter.				Males.	Females.	Mos.	Days.	
Suffolk, .	• 141,520	\$217,587.172 00	23,396	23,896	19,602	19,777	1,872	621	26,032	151	721	10.01					\$71 13
Essex, .	• 131,307	56,556,465 89	24,564	24,800	18,375	19,920	1,930	2,108	28,394	251	639	9.12					38 90
Middlesex, .	• 161,385	83,264,719 50	33,228	33,824	23,709	25,040	3,313	3,562	31,752	351	1,012	8.08					42 09
Worcester, .	• 130,817	55,497,794 00	24,539	25,138	18,486	22,098	2,680	4,552	26,984	383	982	6.04					31 06
Hampshire, .	• 35,714	13,331,240 00	6,607	7,755	5,153	6,105	671	1,178	7,423	119	376	6.15					25 14
Hampden, .	• 51,285	22,621,220 77	9,278	10,567	6,564	7,828	687	1,125	10,134	123	466	7.14					24 96
Franklin, .	• 30,869	11,211,509 00	6,163	7,490	5,013	6,056	614	1,259	6,848	106	396	5.15					23 11
Berkshire, .	• 49,596	17,197,607 00	9,369	10,245	6,465	7,055	1,076	1,322	10,981	163	432	7.63					23 65
Norfolk, .	• 79,000	47,034,521 56	16,053	16,146	12,107	12,830	1,481	1,304	16,315	187	477	8.01					43 47
Bristol, .	• 76,202	30,243,560 00	14,614	16,509	10,724	12,196	1,618	2,002	16,826	193	558	7.18					34 65
Plymouth, .	• 55,689	19,200,668 00	10,701	11,803	8,186	9,105	9,023	1,463	12,010	176	398	7.11					32 64
Worcester, .	• 35,279	8,897,349 74	6,546	8,079	4,608	6,088	593	1,559	8,366	123	240	6.17					32 00
Dukes, .	• 4,510	1,698,005 00	552	867	411	698	26	121	936	14	27	5.06					32 63
Nantucket, .	• 8,452	4,505,362 00	1,412	1,362	1,079	1,050	-	186	1,704	10	54	10.10					62 60
Total, .	• 994,655	597,936,995 46	187,022	202,081	140,482	155,716	25,614	23,332	204,705	2,363	6,838	7.14					37 00

FINANCE—Continued.

COUNTIES.	Average wages of male Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools.	Amount of board, fuel, etc., voluntarily contributed for public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of Incorporated Academics.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academics and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.
Suffolk, ...	\$20 51	\$207,657 37	-	\$8,000 00	\$411 50	1,109 64	8	504	\$8,615 00	48	1,904	\$80,225 00	\$5,822 16
Essex, ...	15 31	118,502 98	\$126 25	82,485 00	4,850 26	1,109 64	8	504	\$8,615 00	128	3,018	28,509 25	6,220 55
Middlesex, ...	16 77	180,343 82	800 05	42,132 00	2,467 41	202 29	9	609	10,308 88	88	1,648	21,288 25	6,480 09
Worcester, ...	14 86	95,258 06	1,567 55	26,036 16	1,575 37	1,096 73	9	380	6,730 75	102	2,501	14,486 07	5,762 08
Hampshire, ...	13 53	21,421 00	4,027 67	21,161 67	707 62	541 98	5	584	21,038 33	37	944	6,758 00	1,652 73
Hampden, ...	13 66	37,399 43	6,487 93	26,725 01	2,137 50	2,364 06	4	477	5,770 90	25	628	2,449 50	2,127 77
Franklin, ...	13 47	20,326 00	4,711 31	12,253 00	680 33	348 70	5	197	3,411 25	40	897	3,830 50	1,425 20
Berkshire, ...	13 30	27,082 09	11,463 84	14,239 63	857 18	1,207 76	7	437	4,211 00	45	944	12,760 00	2,195 85
Norfolk, ...	18 00	91,169 65	622 00	156,627 51	7,970 03	662 49	3	81	1,151 00	64	1,499	16,475 00	3,553 34
Bristol, ...	15 94	75,518 47	2,680 81	39,372 50	2,442 35	765 60	3	281	8,036 00	72	1,745	12,293 35	3,711 08
Plymouth, ...	14 73	45,892 25	1,638 90	24,635 60	1,445 73	448 25	5	240	2,171 75	42	978	8,313 96	2,636 62
Barnstable, ...	13 77	21,305 00	5,087 33	12,400 00	744 00	1,839 95	4	132	1,955 00	44	1,016	6,204 90	1,913 94
Dukes, ...	14 03	3,300 00	-	6,000 00	300 00	-	1	50	224 00	16	350	1,253 00	172 66
Nantucket, ...	17 88	9,725 13	-	-	-	-	1	-	-	12	290	4,100 00	384 04
Total, ...	15 41	963,631 25	39,273 64	471,528 08	26,589 28	10,677 45	64	4,062	74,283 86	763	18,362	219,036 78	44,067 11

GRADUATED TABLES.—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished, is determined by the mere estimate of individuals and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

It will be seen that the counties of Hampshire, Hampden, Franklin, Berkshire, and Barnstable, are much more liberal in voluntary contributions than the other counties in the State. These contributions, to a great extent, especially in the western counties, are of board and fuel. Custom has rendered them, in a commendable degree, uniform and reliable, and they are an important addition to the means of sustaining the Public Schools. If their precise value was ascertained, and returned like the means furnished by taxation, and if their amount was included in the sum divided by the number of children between 5 and 15, most of the towns in those counties would hold a high rank in the scale.

The Table exhibits the rank of each city or town in the State, in respect to the liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1852-3; also, its rank in a similar scale for 1851-2. It presents the sum appropriated to each child between 5 and 15. Brooklyn, which was No. 1 last year, also stands highest upon the list the present year; and Winchester, which is No. 2 this year, was the same last year.

GRADUATED TABLES.—FIRST SERIES.

showing the Comparative Amount of Money appropriated in the different Towns in the State, for the Education of each child in the Town between the ages of 5 and 15 years.

TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
BROOKLINE,*	\$10 45.9	\$4,100 00	-	-	392	-
Winchester,	9 88.1	2,500 00	-	-	253	-
West Roxbury,	9 23.1	6,000 00	-	-	650	-
Somerville,	9 04.1	6,880 00	-	-	761	-
Dedham,	8 86.7	7,122 50	\$60 00	\$7182 50	810	100 00
Concord,	8 43	2,900 00	-	-	344	-
Boston,	8 12.8	198,432 37	-	-	24412	-
Roxbury,	7 85.7	24,709 61	-	-	3145	-
Winthrop,	7 84.3	400 00	-	-	51	-
Lowell,	7 78.5	44,415 82	-	-	5705	-
Brighton,	7 69.2	3,500 00	-	-	455	-
Milton,	7 35	3,300 00	-	-	449	-
Lawrence,	7 16.9	11,900 00	-	-	1660	-
New Bedford,	7 10.8	22,126 84	-	-	3099	-
Charlestown,	7 04.2	23,550 00	-	-	3343	-
Cambridge,	6 93.9	24,253 15	-	-	3495	-
Dorchester,	6 81.7	11,677 54	-	-	1713	-
W. Cambridge,	6 77.8	2,440 00	-	-	360	-
Lexington,	6 44.3	2,500 00	-	-	388	-
Waltham,	6 39.3	5,600 00	-	-	876	-
Swampscott,	6 19.5	1,400 00	-	-	226	-
Springfield,	6 11	12,000 00	1369 72	13369 72	2188	-
Fairhaven,	6 10.2	6,700 00	-	-	1098	-
Watertown,	6 08.2	3,400 00	-	-	559	-
Medford,	6 04.5	4,800 00	-	-	794	-
Dover,	6 00	600 00	-	-	100	-
Lynn,	5 88.4	18,000 00	-	-	3059	-
Nantucket,	5 70.7	9,725 13	-	-	1704	-
Chelsea,	5 65.7	8,225 00	-	-	1454	-
Worcester,	5 59.9	18,000 00	-	-	3215	-
Newton,	5 59.7	6,000 00	-	-	1072	-

we have uniformly held a high rank in this Table, because the large amount of wealth enables them to hold this precedence with little or no burden to themselves. If compared with towns in respect to the ratio of their appropriation for schools to their taxable property, fall below a large number of towns. Compare the rank of towns in this Table with their rank in the Second Series of Tables, showing the per centage of their taxable property appropriated for schools.

incorporated.

For 1881-2.	For 1882-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contrib-
27	32	Kingston,	\$5 59.4	\$1,600 00	-	-	286	
21	33	Littleton,	5 55.6	1,050 00	-	-	189	
26	34	Lincoln,	5 53.7	670 00	-	-	121	\$1
35	35	Longmeadow,	5 48	1,370 12	-	-	250	
48	36	Attleborough,	5 41.6	5,031 63	-	-	929	
17	37	Malden,	5 36.9	4,000 00	-	-	745	30
41	38	South Reading,	5 36.9	2,400 00	-	-	447	
14	39	Boxborough,	5 26.3	400 00	-	-	76	1
60	40	Quincy,	5 23	5,800 00	-	-	1109	14
38	41	Plymouth,	5 22	7,000 00	-	-	1341	7
9	42	North Chelsea,	5 21.7	600 00	-	-	115	
73	43	Provincetown,	5 14.6	3,000 00	-	-	583	
44	44	Medway,	5 09.1	2,800 00	-	-	550	
33	45	Chicopee,	5 05.1	6,879 31	\$635 89	\$7515 20	1488	
87	46	Bolton,	5 00	1,208 06	66 97	1,275 03	255	
34	47	Bedford,	4 91.3	885 00	92 63	977 63	199	
96	48	Hatfield,	4 90.2	1,000 00	-	-	204	2
47	49	Weston,	4 88.9	1,100 00	-	-	225	
42	50	Cohasset,	4 86.5	1,800 00	-	-	370	
65	51	N. Braintree,	4 81.9	800 00	-	-	166	
81	52	Taunton,	4 81	12,000 00	-	-	2495	
50	53	Framingham,	4 78.3	3,850 00	-	-	805	
165	54	Abington,	4 71.1	5,000 00	-	-	1061	
25	55	Carlisle,	4 68.8	600 00	-	-	128	
51	56	South Scituate,	4 64.5	1,700 00	-	-	366	
61	57	Hardwick,	4 64.3	1,300 00	-	-	280	
46	58	Salem,	4 63.6	19,237 48	-	-	4150	
84	59	Duxbury,	4 61.7	2,100 00	296 25	2,396 25	519	
62	60	Clinton,	4 56.3	2,400 00	-	-	526	
244	61	Natick,	4 56.1	2,600 00	-	-	570	
78	62	Walpole,	4 52	1,600 00	-	-	354	20
94	63	Woburn,	4 51.3	3,790 91	-	-	840	
103	64	Holyoke,	4 50.5	2,500 00	-	-	555	
52	65	Lancaster,	4 49.4	1,600 00	-	-	356	
58	66	Tewksbury,	4 44.4	1,000 00	-	-	225	2
80	67	Wayland,	4 44.3	900 00	50 73	950 73	214	
43	68	Northampton,	4 42.8	5,000 00	-	-	1129	4
139	69	Boxford,	4 42.5	900 00	51 40	951 40	215	
63	70	Fitchburg,	4 41.9	4,600 00	-	-	1041	
153	71	Ware,	4 39.2	2,600 00	-	-	592	
75	72	Hingham,	4 37.3	3,476 82	-	-	795	
79	73	Chelmsford,	4 36.7	2,000 00	-	-	458	3
82	74	Scituate,	4 32.9	2,000 00	-	-	462	10
66	75	Haverhill,	4 29.7	5,000 00	521 17	5,521 17	1285	
85	76	Gloucester,	4 28.7	7,400 00	-	-	1726	
70	77	Sherborn,	4 26.3	925 00	-	-	217	
88	78	Greenfield,	4 23.7	2,500 00	-	-	590	
68	79	Tyngsborough,	4 18.8	800 00	-	-	191	

TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
instable,	\$4 16.7	\$450 00	-	-	108	\$47 00
ll River,	4 13.8	11,000 00	-	-	2,658	-
rewabury,	4 12	1,100 00	-	-	267	-
mbroke,	4 10	1,000 00	\$152 00	\$1152 00	281	28 00
aron,	4 08.9	800 00	120 00	920 00	225	7 00
inchester,	4 08.2	1,600 00	-	-	392	-
orthborough,	4 05.8	1,250 00	-	-	308	20 00
ading,	4 05.2	2,500 00	-	-	617	-
ckland,	4 03.7	1,001 25	-	-	248	51 00
ainfield,	4 02.7	600 00	-	-	149	255 00
nvers,	4 00.6	7,255 50	600 00	7,855 50	1951	-
lford,	4 00	3,700 00	-	-	925	-
lerica,	3 98.9	1,500 00	-	-	376	-
ookfield,	3 98.8	1,300 00	-	-	326	-
irley,	3 98.2	900 00	-	-	226	105 00
uglas,	3 95.7	1,500 00	138 00	1,638 00	414	-
pkinton,	3 94.3	2,575 00	-	-	653	-
anby,	3 93.5	850 00	-	-	216	-
ilmington,	3 93.1	625 00	-	-	159	14 00
owley,	3 91.1	700 00	-	-	179	-
estford,	3 90.9	1,200 00	-	-	307	-
. Bridgewater	3 89.6	1,200 00	-	-	308	-
sex,	3 86.9	1,300 00	-	-	336	-
rre,	3 85.9	2,300 00	-	-	596	111 59
elrose,	3 85.9	1,153 94	-	-	299	-
gartown,	3 84.6	1,500 00	-	-	390	-
xton,	3 83	600 00	35 82	635 82	166	-
nover,	3 79.2	1,350 00	-	-	356	-
ward,	3 79.1	1,200 00	36 00	1,236 00	326	-
edham,	3 79	1,410 00	-	-	372	-
nderland,	3 78.4	700 00	-	-	185	61 20
ill,	3 77.9	215 43	-	-	57	-
ebster,	3 74.5	2,000 00	-	-	534	-
nson,	3 73.4	900 00	-	-	241	-
ewbury,	3 71.2	1,000 00	-	-	269	-
nesbury,	3 71.1	2,000 00	-	-	539	-
ethuen,	3 71.1	1,800 00	-	-	485	-
yalston,	3 70.4	1,200 00	-	-	324	27 00
imfield,	3 67.6	1,000 00	-	-	272	73 00
rentham,	3 65.1	2,250 00	341 86	2,591 86	710	14 00
ewburyport,	3 64.4	10,000 00	-	-	2744	-
tersham,	3 62.7	1,200 00	-	-	332	-
pperell,	3 62.3	1,000 00	-	-	276	80 00
nenburg,	3 62.3	1,000 00	-	-	276	-
eymouth,	3 61.7	4,000 00	-	-	1106	80 00
imilton,	3 61.4	600 00	-	-	166	-
xborough,	3 60.6	1,400 00	-	-	388	-
idgewater,	3 60.4	2,000 00	-	-	555	200 00

BOARD OF EDUCATION.

For 1881-2.	For 1882-3.	TOWNS.	Sum appropriated by town for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus from other property added to Schools.	TOTAL.	No. of children between 5 and 15 years of age.
209 128		Yarmouth,	\$3 60.4	\$2,000 00	-	-	555
56 129		Pittsfield,	3 59.8	4,800 00	-	-	1334
124 130		Stowe,	3 59.7	1,000 00	-	-	278
102 131		Burlington,	3 58.9	300 00	\$58 93	\$358 93	100
69 132		Montgomery,	3 57.1	300 00	-	-	84
138 133		Leominster,	3 55.4	2,150 00	-	-	605
107 134		Holliston,	3 54.6	2,000 00	-	-	564
122 135		Hadley,	3 53.8	1,500 00	-	-	424
117 136		Middleborough,	3 52.7	4,000 00	-	-	1134
110 137		South Hadley,	3 52.1	1,500 00	-	-	426
125 138		Ashburnham,	3 51.3	1,500 00	-	-	427
141 139		Marshfield,	3 50.6	1,350 00	-	-	385
180 140		Deerfield,	3 50	1,634 50	-	-	467
150 141		Ashland,	3 49.2	1,100 00	-	-	315
171 142		Tisbury,	3 48.3	1,400 00	-	-	402
127 143		Montague,	3 47.3	1,092 00	172 00	1,264 00	364
172 144		Halifax,	3 46.8	600 00	-	-	173
120 145		Saugus,	3 46.7	1,300 00	-	-	375
197 146		West Boylston,	3 46.2	900 00	68 97	968 97	280
235 147		Brewster,	3 46	1,000 00	-	-	289
204 148		Athol,	3 45.6	1,500 00	-	-	434
155 149		Canton,	3 44.8	2,000 00	-	-	580
148 150		Phillipston,	3 42.9	600 00	-	-	175
201 151		Medfield,	3 42.9	600 00	-	-	175
206 152		Marblehead,	3 42.7	5,500 00	-	-	1605
156 153		Lee,	3 42.6	2,597 09	-	-	758
121 154		Westminster,	3 41.7	1,500 00	-	-	439
147 155		Princeton,	3 40.5	1,000 00	65 86	1,065 86	313
185 156		Beverly,	3 39.8	4,000 00	-	-	1177
144 157		Ashby,	3 39.6	900 00	-	-	265
274 158		Westfield,	3 38.6	3,000 00	-	-	886
100 159		Westport,	3 38.4	2,000 00	284 25	2,284 25	675
169 160		Bellingham,	3 38.4	800 00	140 63	940 63	278
297 161		Tolland,	3 37.9	250 00	71 00	321 00	95
160 162		Warwick,	3 36.5	700 00	-	-	208
181 163		Millbury,	3 36.4	1,850 00	-	-	550
67 164		Groton,	3 35.6	2,000 00	-	-	506
203 165		Barnstable,	3 35.3	3,000 00	1,000 00	4,000 00	1193
270 166		Grafton,	3 34.9	2,800 00	60 00	2,860 00	854
211 167		Stoughton,	3 34.7	2,500 00	-	-	747
157 168		Warren,	3 34.3	1,200 00	-	-	359
106 169		Dracut,	3 34.3	1,200 00	-	-	359
161 170		Rowe,	3 33.3	500 00	-	-	150
71 171		Greenwich,	3 33.3	600 00	-	-	180
129 172		Ipswich,	3 33.3	2,300 00	-	-	600
236 173		Dartmouth,	3 31.5	3,000 00	-	-	905
170 174		Franklin,	3 31.5	1,200 00	-	-	360
135 175		Rockport,	3 30.7	2,500 00	-	-	756

TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
Middlefield,	\$3 29.6	\$500 00	\$90 00	\$590 00	178	\$492 00
Wenham,	3 27.1	700 00	-	-	214	-
Otis,	3 25	650 00	-	-	200	445 88
Acton,	3 23.5	1,100 00	-	-	340	-
Whately,	3 23.4	650 00	-	-	201	157 32
Amherst,	3 23.1	2,100 00	-	-	650	-
Rutland,	3 22.6	900 00	-	-	279	-
Westhampton,	3 21.4	450 00	-	-	140	246 00
Mendon,	3 20.9	800 00	124 06	924 06	288	-
Egremont,	3 20.5	625 00	-	-	195	30 00
Easton,	3 20.2	1,700 00	-	-	531	35 00
Auburn,	3 19.1	600 00	-	-	188	40 00
New Salem,	3 18.5	1,000 00	-	-	314	55 00
Sutton,	3 18.5	1,500 00	-	-	471	32 00
Enfield,	3 18.2	700 00	-	-	220	-
Braintree,	3 17.5	2,200 00	-	-	693	50 00
Sterling,	3 15.5	1,300 00	-	-	412	25 00
Raynham,	3 14.5	1,000 00	-	-	318	-
Erving,	3 12.5	250 00	56 21	306 21	98	-
Gill,	3 08.6	500 00	-	-	162	138 00
Dighton,	3 08.4	1,075 00	100 00	1,175 00	381	131 00
Monterey,	3 08.1	400 00	117 60	516 60	168	375 00
Charlton,	3 07.7	1,200 00	-	-	390	42 00
Lynnfield,	3 06.1	600 00	-	-	196	-
Andover,	3 06.1	4,500 00	-	-	1470	-
Cumington,	3 05.8	700 00	150 00	850 00	278	396 00
Falmouth,	3 05.4	1,500 00	320 00	1,820 00	596	400 00
Lanesborough,	3 05.3	600 00	154 20	754 20	247	640 80
Orange,	3 03	1,100 00	-	-	363	-
Berlin,	3 03	500 00	-	-	165	-
Westborough,	3 02.3	1,300 00	-	-	430	-
Sandisfield,	3 02.1	750 00	201 75	951 75	315	600 00
Marlborough,	3 02	2,150 00	-	-	712	-
Eastham,	3 01.6	505 00	50 00	555 00	184	18 00
Pawtucket,	2 99.2	2,750 00	-	-	919	-
Williamsburg,	2 98.5	1,000 00	-	-	335	285 00
Winchendon,	2 97.2	1,400 00	-	-	471	-
Easthampton,	2 96.6	700 00	-	-	236	193 00
Northbridge,	2 96.3	1,200 00	-	-	405	-
Shelburne,	2 95.6	800 00	-	-	271	225 00
Wales,	2 94.1	400 00	-	-	136	20 00
Oakhain,	2 94.1	700 00	-	-	238	10 50
Topsfield,	2 94.1	700 00	-	-	238	-
Cheshire,	2 91.7	700 00	-	-	240	563 50
Ludlow,	2 91.7	700 00	-	-	240	300 00
Heath,	2 91.3	600 00	-	-	206	251 50
Seekonk,	2 91.3	1,200 00	242 00	1,442 00	495	423 00
Dudley,	2 91.3	900 00	-	-	309	70 00

BOARD OF EDUCATION.

For 1861-2.	For 1862-2.	TOWNS.	Sum appropriated for new school child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.
219 224		Southampton,	\$2 91	\$555 00	\$155 00	\$710 00	244
227 225		Wilbraham,	2 90.8	1,200 00	73 79	1,273 79	438
223 226		Templeton,	2 90.8	1,300 00	-	-	447
151 227		Peru,	2 88.5	300 00	-	-	104
257 228		Salisbury,	2 87.8	2,000 00	-	-	605
178 229		Sandwich,	2 87.7	3,000 00	374 95	3,374 95	1173
210 230		Plympton,	2 87.1	600 00	-	-	209
214 231		Monson,	2 86.7	1,600 00	-	-	558
162 232		Southborough,	2 86.6	900 00	-	-	314
195 233		Russell,	2 85.7	300 00	-	-	105
267 234		Shutesbury,*	2 84.4	600 00	-	-	211
268 235		Sheffield,	2 83.3	1,700 00	130 72	1,830 72	646
198 236		Monroe,	2 83.3	158 00	12 00	170 00	60
176 237		Norton,	2 82.4	1,200 00	-	-	425
184 238		Northfield,	2 82	1,000 00	66 00	1,066 00	378
212 239		West Newbury,	2 81.9	1,150 00	-	-	408
215 240		Townsend,	2 80.4	1,200 00	-	-	428
234 241		Wareham,	2 78.6	2,000 00	-	-	718
247 242		Chilmark,	2 77.8	400 00	-	-	144
238 243		Middleton,	2 76.2	500 00	-	-	181
123 244		Boylston,	2 74	600 00	-	-	219
262 245		Somerset,	2 73.4	700 00	-	-	256
306 246		Bradford,	2 73.2	735 00	-	-	269
187 247		E. Bridgewater,	2 73.2	1,500 00	-	-	549
273 248		Georgetown,	2 72.7	1,200 00	27 07	1,227 07	450
263 249		Hancock,	2 72.4	365 00	-	-	134
167 250		Palmer,	2 72.3	2,200 00	19 50	2,219 50	815
258 251		Charlemont,	2 72.2	600 00	42 49	642 49	236
240 252		W. Stockbridge,	2 71.9	700 00	153 24	853 24	315
287 253		Rehoboth,	2 71.3	1,000 00	139 55	1,139 55	420
192 254		Upton,	2 70.9	1,200 00	-	-	443
269 255		N. Brookfield,	2 69.1	1,200 00	-	-	446
241 256		Holden,	2 67.4	1,200 00	-	-	448
280 257		Conway,	2 66.7	992 25	-	-	372
264 258		Leyden,	2 66.7	400 00	-	-	150
216 259		Oxford,	2 66.4	1,500 00	-	-	563
202 260		N. Bridgewater,	2 65.6	2,600 00	-	-	979
218 261		Hubbardston,	2 64.3	1,200 00	-	-	454
205 262		Rochester,	2 64.2	2,000 00	-	-	757
302 263		Carver,	2 63.2	700 00	-	-	266
173 264		Goshen,	2 63.2	300 00	-	-	114
256 265		Holland,	2 63.2	200 00	-	-	76
285 266		Groveland,	2 60.8	725 00	-	-	278
217 267		W. Brookfield,	2 59.7	800 00	-	-	308
231 268		Belchertown,	2 59.3	1,600 00	-	-	617
309 269		Southbridge,	2 58.9	1,600 00	-	-	618
288 270		Swansey,	2 58.6	600 00	-	-	232
59 271		Stoneham,	2 57.7	1,000 00	-	-	388

TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
Gardner,	\$2 56.4	\$1,000 00	-	-	390	-
N. Marlborough	2 56.3	700 00	\$325 25	\$1025 25	400	\$530 00
Chester,	2 54.8	800 00	-	-	314	572 50
Freetown,	2 54.5	1,000 00	-	-	393	15 00
Chatham,	2 54.4	1,300 00	-	-	511	701 00
Wendell,	2 52.8	450 00	-	-	178	10 67
Blackstone,	2 51.9	2,000 00	280 00	2,280 00	905	225 00
Uxbridge,	2 51.5	1,200 00	221 05	1,421 05	565	-
Orleans,	2 50	1,100 00	-	-	440	130 00
Mansfield,*	2 50	965 00	-	-	386	25 00
Dana,	2 47.2	440 00	-	-	178	122 84
Ashfield,	2 47.1	850 00	-	-	344	375 76
Becket,	2 45.5	600 00	75 00	675 00	275	697 25
Norwich,	2 43.9	400 00	-	-	164	373 50
Tyringham,	2 42.2	400 00	36 00	436 00	180	364 00
Randolph,	2 41.1	2,500 00	-	-	1037	-
Spencer,	2 39	1,200 00	-	-	502	21 00
Wellfleet,	2 38.5	1,200 00	95 00	1,295 00	543	849 25
Berkley,	2 37	500 00	-	-	211	65 00
Sudbury,	2 36.4	780 00	-	-	330	-
Worthington,	2 36.1	500 00	146 98	646 98	274	572 97
Coleraine,	2 35.8	1,000 00	-	-	424	211 35
Marion,	2 35.8	500 00	-	-	212	-
Blandford,	2 32.2	600 00	194 16	794 16	342	721 28
Delton,	2 27.3	600 00	-	-	264	308 00
Williamstown,	2 25.6	1,500 00	-	-	665	600 00
Leverett,	2 25.1	448 00	-	-	199	268 46
Hawley,	2 24.2	500 00	-	-	223	361 50
Sturbridge,	2 22.2	1,200 00	-	-	540	125 00
Leicester,	2 19.3	1,160 00	-	-	529	-
Prescott,	2 17.4	350 00	-	-	161	137 50
Alford,	2 15.5	250 00	-	-	116	168 00
Florida,	2 14.7	350 00	-	-	163	158 97
Hinsdale,	2 11	650 00	-	-	308	217 50
W. Springfield,	2 06.9	1,500 00	-	-	725	1882 00
Gt. Barrington,	2 06.6	1,500 00	-	-	726	800 00
Washington,	2 05.1	400 00	-	-	195	461 00
Bernardston,	2 03.3	500 00	-	-	246	120 18
Adams,	2 02.5	2,710 00	14 00	2,724 00	1345	330 00
Savoy,	2 00	410 00	-	-	205	337 00
Stockbridge,	1 96.9	1,000 00	-	-	508	130 00
Windsor,	1 96.1	400 00	-	-	204	299 25
Chesterfield,	1 93.4	500 00	-	-	258	405 20
Lenox,	1 88.7	700 00	-	-	371	473 50
Richmond,	1 86.3	300 00	-	-	161	289 00
Granville,	1 84.6	600 00	-	-	325	450 00
Clarksburg,	1 81.8	200 00	-	-	110	144 00
Pelham,	1 78.5	416 00	-	-	233	130 50

* Newly Incorporated.

BOARD OF EDUCATION.

For 1881-2.	For 1882-3.	TOWNS.	Sum appropriated by town for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed.
313 320		Truro,	\$1 72.7	\$900 00	-	-	521	
317 321		Harwich,	1 62.5	1,500 00	-	-	923	\$7
322 322		Mt. Washington	1 61.3	150 00	-	-	93	1
320 323		Dennis,	1 52	1,300 00	-	-	855	14
319 324		Southwick,*	-	-	-	-	242	4
301 325		New Ashford,	No	returns.	-	-		
		Nahant,	} Newly	incorporat'd				
		N. Reading,						
		Lakeville,						

* This town has a large School Fund, the income of which is appropriated for the support of its Schools, instead of money raised by taxation.

GRADUATED TABLES—FIRST SERIES.

Tables, showing the Comparative Amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the town between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by town for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON,	\$8 12.8	\$198432 37	—	—	24412	—
2	2	Winthrop,	7 84.3	400 00	—	—	51	—
3	3	Chelsea,	5 65.7	8,225 00	—	—	1,454	—
4	4	North Chelsea,	5 21.7	600 00	—	—	115	—

ESSEX COUNTY.

1	1	LAWRENCE,	7 16.9	11,900 00	—	—	1,660	—
2	2	Swampscott,	6 19.5	1,400 00	—	—	226	—
3	3	Lynn,	5 88.4	18,000 00	—	—	3,059	—
4	4	Salem,	4 63.6	19,237 48	—	—	4,150	—
5	5	Boxford,	4 42.5	900 00	\$51 40	\$951 40	215	—
6	6	Haverhill,	4 29.7	5,000 00	521 17	5,521 17	1,285	—
7	7	Gloucester,	4 28.7	7,400 00	—	—	1,726	—
8	8	Manchester,	4 08.2	1,600 00	—	—	392	—
9	9	Danvers,	4 00.6	7,255 50	600 00	7,855 50	1,961	—
10	10	Rowley,	3 91.1	700 00	—	—	179	—
11	11	Essex,	3 86.9	1,300 00	—	—	336	—
12	12	Newbury,	3 71.2	1,000 00	—	—	269	—
13	13	Amesbury,	3 71.1	2,000 00	—	—	539	—
14	14	Methuen,	3 71.1	1,800 00	—	—	485	—
15	15	Newburyport,	3 64.4	10,000 00	—	—	2,744	—
16	16	Hamilton,	3 61.4	600 00	—	—	166	—
17	17	Saugus,	3 46.7	1,300 00	—	—	375	\$80 00
18	18	Marblehead,	3 42.7	5,500 00	—	—	1,605	—
19	19	Beverly,	3 39.8	4,000 00	—	—	1,177	—
20	20	Ipswich,	3 33.3	2,300 00	—	—	690	—
21	21	Rockport,	3 30.7	2,500 00	—	—	756	—
22	22	Wenham,	3 27.1	700 00	—	—	214	—
23	23	Lynnfield,	3 06.1	600 00	—	—	196	—
24	24	Andover,	3 06.1	4,500 00	—	—	1,470	—
25	25	Topsfield,	2 94.1	700 00	—	—	238	—
26	26	Salisbury,	2 87.8	2,000 00	—	—	695	—
27	27	West Newbury,	2 81.9	1,150 00	—	—	408	46 25
28	28	Middleton,	2 76.2	500 00	—	—	181	—
29	29	Bradford,	2 73.2	735 00	—	—	269	—
30	30	Georgetown,	2 72.7	1,200 00	27 07	1,227 07	450	—
31	31	Groveland,	2 60.8	725 00	—	—	278	—
		Nahant,	—	—	—	—	—	—

* Newly incorporated.

MIDDLESEX COUNTY.

For 1881-2.	For 1882-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount available.
1	1	WINCHES'R,	\$9 88.1	\$2,500 00	-	-	253	
2	2	Somerville,	9 04.1	6 880 00	-	-	761	
5	3	Concord,	8 43	2,900 00	-	-	344	
3	4	Lowell,	7 78.5	44,415 82	-	-	5,705	
4	5	Brighton,	7 69.2	3,500 00	-	-	455	
7	6	Charlestown,	7 04.2	23,550 00	-	-	3,343	
6	7	Cambridge,	6 93.9	24,253 15	-	-	3,495	
15	8	W. Cambridge,	6 77.8	2,440 00	-	-	360	
6	9	Lexington,	6 44.3	2,500 00	-	-	388	
10	10	Waltham,	6 39.3	5,600 00	-	-	876	
14	11	Watertown,	6 08.2	3,400 00	-	-	559	
12	12	Medford,	6 04.5	4,800 00	-	-	794	
23	13	Newton,	5 59.7	6,000 00	-	-	1,072	
13	14	Littleton,	5 55.6	1,050 00	-	-	189	
17	15	Lincoln,	5 53.7	670 00	-	-	121	\$1
11	16	Malden,	5 36.9	4,000 00	-	-	745	3
20	17	South Reading,	5 36.9	2,400 00	-	-	447	
9	18	Boxborough,	5 26.3	400 00	-	-	76	1
18	19	Bedford,	4 91.3	885 00	\$92 63	\$977 63	159	
21	20	Weston,	4 88.9	1,100 00	-	-	225	
22	21	Framingham,	4 78.3	3,850 00	-	-	805	
16	22	Carlisle,	4 68.8	6 0 00	-	-	128	
48	23	Natick,	4 56.1	2,600 00	-	-	570	
34	24	Woburn,	4 51.3	3,790 91	-	-	840	
26	25	Tewksbury,	4 44.4	1,000 00	-	-	225	2
33	26	Wayland,	4 44.3	900 00	50 73	950 73	214	
32	27	Chelmsford,	4 36.7	2,000 00	-	-	458	3
30	28	Sherborn,	4 26.3	925 00	-	-	217	
29	29	Tyngsborough,	4 18.8	800 00	-	-	191	
25	30	Dunstable,	4 16.7	450 00	-	-	108	4
38	31	Reading,	4 05.2	2,500 00	-	-	617	
31	32	Billerica,	3 98.9	1,500 00	-	-	376	
42	33	Shirley,	3 98.2	900 00	-	-	226	10
24	34	Hopkinton,	3 94.3	2,575 00	-	-	653	
19	35	Wilmington,	3 93.1	625 00	-	-	159	1
41	36	Westford,	3 90.9	1,200 00	-	-	307	
39	37	Melrose,	3 85.9	1,153 94	-	-	299	
49	38	Pepperell,	3 62.3	1,000 00	-	-	276	8
40	39	Stowe,	3 59.7	1,000 00	-	-	278	
35	40	Burlington,	3 58.9	300 00	58 93	358 93	100	
37	41	Holliston,	3 54.6	2,000 00	-	-	564	
45	42	Ashland,	3 49.2	1,100 00	-	-	315	
44	43	Ashby,	3 39.6	900 00	-	-	265	
28	44	Groton,	3 35.6	2,000 00	-	-	596	
36	45	Dracut,	3 34.3	1,200 00	-	-	359	
46	46	Acton,	3 23.5	1,100 00	-	-	340	
43	47	Marlborough,	3 02	2,150 00	-	-	712	
47	48	Townsend,	2 80.4	1,200 00	-	-	428	1
27	49	Stoneham,	2 57.7	1,000 00	-	-	388	
50	50	Sudbury,	2 36.4	780 00	-	-	330	
*		N. Reading,	-	-	-	-	-	

* Newly incorporated.

WORCESTER COUNTY.

TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by rate on the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
VORCESTER,	\$5 59.9	\$18,000 00	-	-	3,215	-
Colton,	5 00	1,200 06	\$66 97	\$1275 03	255	-
F. Braintree,	4 81.9	800 00	-	-	166	-
Hardwick,	4 64.3	1,300 00	-	-	280	-
Minton,	4 56.3	2,400 00	-	-	526	-
Linchester,	4 49.4	1,600 00	-	-	356	-
Witchburg,	4 41.9	4,600 00	-	-	1,041	-
Shrewsbury,	4 12	1,100 00	-	-	267	-
Northborough,	4 05.8	1,250 00	-	-	308	\$20 00
Wilmington,	4 00	3,700 00	-	-	925	-
Brookfield,	3 93.8	1,300 00	-	-	326	-
Douglas,	3 95.7	1,500 00	138 00	1,638 00	414	-
Barre,	3 85.9	2,300 00	-	-	596	111 59
Waxton,	3 83	600 00	35 82	635 82	166	-
Harvard,	3 79.1	1,200 00	36 00	1,236 00	326	-
Webster,	3 74.5	2,000 00	-	-	534	-
Royalston,	3 70.4	1,200 00	-	-	324	27 00
Petersham,	3 62.7	1,200 00	-	-	332	-
Amherstburg,	3 62.3	1,000 00	-	-	276	-
Leominster,	3 55.4	2,150 00	-	-	605	59 50
Ashburnham,	3 51.3	1,500 00	-	-	427	-
West Boylston,	3 46.2	900 00	68 97	968 97	280	75 00
Athol,	3 45.6	1,500 00	-	-	434	20 00
Phillipston,	3 42.9	600 00	-	-	175	24 00
Westminster,	3 41.7	1,500 00	-	-	439	-
Princeton,	3 40.5	1,000 00	65 86	1,065 86	313	101 12
Millbury,	3 36.4	1,850 00	-	-	550	-
Worcester,	3 34.9	2,800 00	60 00	2,860 00	854	10 00
Warren,	3 34.3	1,200 00	-	-	359	151 00
Rutland,	3 22.6	900 00	-	-	279	-
Wendon,	3 20.9	800 00	124 06	924 06	288	-
Auburn,	3 19.1	600 00	-	-	188	40 00
Worcester,	3 18.5	1,500 00	-	-	471	32 00
Sterling,	3 15.5	1,300 00	-	-	412	25 00
Charlton,	3 07.7	1,200 00	-	-	390	42 00
Berlin,	3 03	500 00	-	-	165	-
Westborough,	3 02.3	1,300 00	-	-	430	-
Winchendon,	2 97.2	1,400 00	-	-	471	-
Northbridge,	2 96.3	1,200 00	-	-	405	-
Dakham,	2 94.1	700 00	-	-	238	10 50
Dudley,	2 91.3	900 00	-	-	309	70 00
Pempton,	2 90.8	1,300 00	-	-	447	-
Southborough,	2 86.6	900 00	-	-	314	-
Boylston,	2 74	600 00	-	-	219	47 00
Upton,	2 70.9	1,200 00	-	-	443	-
N. Brookfield,	2 69.1	1,200 00	-	-	446	35 00
Holden,	2 67.4	1,200 00	-	-	448	-
Oxford,	2 66.4	1,500 00	-	-	563	173 00

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

For 1881-2.	For 1882-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus from Appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.
43	49	Hubbardston,	\$2 64.3	\$1,200 00	-	-	454
42	50	W. Brookfield,	2 59.7	800 00	-	-	308
58	51	Southbridge,	2 58.9	1,600 00	-	-	618
51	52	Gardner,	2 56.4	1,000 00	-	-	390
35	53	Blackstone,	2 51.9	2,000 00	\$280 00	2,280 00	905 \$2
48	54	Uxbridge,	2 51.5	1,200 00	221 05	1,421 05	565
56	55	Dana,	2 47.2	440 00	-	-	178 1
57	56	Spencer,	2 39	1,200 00	-	-	502
54	57	Sturbridge,	2 22.2	1,200 00	-	-	540 1
49	58	Leicester,	2 19.3	1,160 00	-	-	529

HAMPSHIRE COUNTY.

4	1	HATFIELD,	4 90.2	1,000 00	-	-	204
1	2	Northampton,	4 42.8	5,000 00	-	-	1,129
10	3	Ware,	4 39.2	2,600 00	-	-	592
9	4	Plainfield,	4 02.7	600 00	-	-	149 2
7	5	Granby,	3 93.5	850 00	-	-	216
6	6	Hadley,	3 53.8	1,500 00	-	-	424
5	7	South Hadley,	3 52.1	1,500 00	-	-	426
2	8	Greenwich,	3 33.3	600 00	-	-	180
8	9	Middlefield,	3 29.6	500 00	90 00	590 00	179 4
13	10	Amherst,	3 23.1	2,100 00	-	-	650
11	11	Westhampton,	3 21.4	450 00	-	-	140 2
3	12	Enfield,	3 18.2	700 00	-	-	220
14	13	Cummington,	3 05.8	700 00	150 00	850 00	278 3
20	14	Williamsburg,	2 98.5	1,000 00	-	-	335 2
17	15	Easthampton,	2 96.6	700 00	-	-	236 1
15	16	Southampton,	2 91	555 00	155 00	710 00	244
12	17	Goshen,	2 63.2	300 00	-	-	114 17
16	18	Belchertown,	2 59.3	1,600 00	-	-	617 17
18	19	Norwich,	2 43.9	400 00	-	-	164 37
19	20	Worthington,	2 36.1	500 00	146 98	646 98	274 57
22	21	Prescott,	2 17.4	350 00	-	-	161 1
23	22	Chesterfield,	1 93.4	500 00	-	-	258 4
21	23	Pelham,	1 78.5	416 00	-	-	233 13

HAMPDEN COUNTY.

1	1	SPRINGFIELD,	6 11	12,000 00	1369 72	1369 72	2,188
3	2	Longmeadow,	5 48	1,370 12	-	-	250
2	3	Chicopee,	5 05.1	6,879 31	635 89	7,515 20	1,488
6	4	Holyoke,	4 50.5	2,500 00	-	-	555

HAMPDEN COUNTY—CONTINUED.

		TOWNS.	Sum appropriated by law for each child between 5 and 15 years of age.	Amount raised by taxes for the sup- port of Schools.	Income of Surplus Revenue appropri- ated to Schools.	TOTAL.	No. of children be- tween 5 and 15 years of age.	Amount contribu- ted for board and fuel.
For 1881-2.	For 1882-3.							
5	5	Brimfield,	\$3 67.6	\$1,000 00	-	-	272	\$73 00
4	6	Montgomery,	3 57.1	300 00	-	-	84	80 00
16	7	Westfield,	3 38.6	3,000 00	-	-	886	503 02
18	8	Tolland,	3 37.9	250 00	\$71 00	\$321 00	95	397 38
13	9	Wales,	2 94.1	400 00	-	-	136	20 00
10	10	Ludlow,	2 91.7	700 00	-	-	240	300 00
12	11	Wilbraham,	2 90.8	1,200 00	73 79	1,273 79	438	457 00
9	12	Monson,	2 86.7	1,600 00	-	-	558	613 67
8	13	Russell,	2 85.7	300 00	-	-	105	197 00
7	14	Palmer,	2 72.3	2,200 00	19 50	2,219 50	815	117 50
15	15	Holland,	2 63.2	200 00	-	-	76	91 96
14	16	Chester,	2 54.8	800 00	-	-	314	572 50
11	17	Blandford,	2 32.2	600 00	194 16	794 16	312	721 28
17	18	W. Springfield,	2 06.9	1,500 00	-	-	725	1882 00
19	19	Granville,	1 84.6	600 00	-	-	325	450 00
20	20	Southwick,*	-	-	-	-	242	409 00

FRANKLIN COUNTY.

2	1	GREENF'LD,	4 23.7	2,500 00	-	-	590	-
24	2	Buckland,	4 03.7	1,001 25	-	-	248	51 00
1	3	Sunderland,	3 78.4	700 00	-	-	185	61 20
7	4	Deerfield,	3 50	1,634 50	-	-	467	397 25
3	5	Montague,	3 47.3	1,092 00	172 00	1,264 00	364	467 62
5	6	Warwick,	3 36.5	700 00	-	-	208	13 50
6	7	Rowe,	3 33.3	500 00	-	-	150	78 00
14	8	Whately,	3 23.4	650 00	-	-	201	157 32
4	9	N. Salem,	3 18.5	1,000 00	-	-	314	55 00
15	10	Erving,	3 12.5	250 00	56 21	306 21	98	-
11	11	Gill,	3 08.6	500 00	-	-	162	138 00
13	12	Orange,	3 03	1,100 00	-	-	363	-
8	13	Shelburne,	2 95.6	800 00	-	-	271	225 00
10	14	Heath,	2 91.3	600 00	-	-	206	251 50
18	15	Shutesbury,	2 84.4	600 00	-	-	211	130 00
12	16	Monroe,	2 83.3	158 00	12 00	170 00	60	-
9	17	Northfield,	2 82	1,000 00	66 00	1,066 00	378	225 00
16	18	Charlemont,	2 72.2	600 00	42 49	642 49	236	302 00
20	19	Conway,	2 66.7	992 25	-	-	372	558 00
17	20	Leyden,	2 66.7	400 00	-	-	150	250 00
21	21	Wendell,	2 52.8	450 00	-	-	178	10 67
22	22	Ashfield,	2 47.1	850 00	-	-	344	375 76
19	23	Coleraine,	2 35.8	1,000 00	-	-	424	211 35
26	24	Leverett,	2 25.1	448 00	-	-	199	268 46
23	25	Hawley,	2 24.2	500 00	-	-	223	364 50
25	26	Bernardston,	2 03 3	500 00	-	-	246	120 18

* Raised nothing by tax, but appropriated the income of a fund (\$337 06) for the support of public schools, or \$3 82.2 per child between 5 and 15.

BERKSHIRE COUNTY.

For 1891-2.	For 1892-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and
1	1	PITTSFIELD,	\$3 59.8	\$4,800 00	-	-	1,334	\$250
4	2	Lee,	3 42.6	2,597 09	-	-	758	700 0
5	3	Otis,	3 25	650 00	-	-	200	445 8
6	4	Egremont,	3 20.5	625 00	-	-	195	30 00
15	5	Monterey,	3 08.1	400 00	\$117 60	\$517 60	168	375 00
8	6	Lanesborough,	3 05.3	600 00	154 20	754 20	247	640 80
2	7	Sandisfield,	3 02.1	750 00	201 75	951 75	315	600 00
20	8	Cheshire,	2 91.7	700 00	-	-	240	563 50
3	9	Peru,	2 88.5	300 00	-	-	104	288 00
12	10	Sheffield,	2 83.3	1,700 00	130 72	1,830 72	646	572 58
10	11	Hancock,	2 72.4	365 00	-	-	134	188 00
7	12	W. Stockbridge	2 71.9	700 00	153 24	853 24	315	299 02
9	13	N. Marlborough	2 56.3	700 00	325 25	1,025 25	400	530 00
13	14	Becket,	2 45.5	600 00	75 00	675 00	275	697 25
17	15	Tyringham,	2 42.2	400 00	36 00	436 00	180	364 00
16	16	Dalton,	2 27.3	600 00	-	-	264	308 00
30	17	Williamstown,	2 25.6	1,500 00	-	-	665	600 00
14	18	Alford,	2 15.5	250 00	-	-	116	168 00
18	19	Florida,	2 14.7	350 00	-	-	163	158 97
25	20	Hinsdale,	2 11	650 00	-	-	308	217 50
26	21	Gt. Barrington,	2 06.6	1,500 00	-	-	726	800 00
27	22	Washington,	2 05.1	400 00	-	-	195	461 00
29	23	Adams,	2 02.5	2,710 00	14 00	2,724 00	1,345	339 00
28	24	Savoy,	2 00	410 00	-	-	205	337 00
22	25	Stockbridge,	1 96.9	1,000 00	-	-	508	130 00
11	26	Windsor,	1 96.1	400 00	-	-	204	299 25
23	27	Lenox,	1 88.7	700 00	-	-	371	473 50
24	28	Richmond,	1 86.3	300 00	-	-	161	289 00
21	29	Clarksburg,	1 81.8	200 00	-	-	110	144 00
31	30	Mt. Washington	1 61.3	150 00	-	-	93	177 99
19	31	New Ashford,	No	returns.	-	-	-	-

NORFOLK COUNTY.

1	1	BROOKLINE,	10 45.9	4,100 00	-	-	392	-
3	2	W. Roxbury,	9 23.1	6,000 00	-	-	650	-
2	3	Dedham,	8 86.7	7,122 50	60 00	7,182 50	810	100 00
4	4	Roxbury,	7 85.7	24,709 61	-	-	3,145	-
6	5	Milton,	7 35	3,300 00	-	-	449	-
5	6	Dorchester,	6 81.7	11,677 54	-	-	1,713	-
7	7	Dover,	6 00	600 00	-	-	100	-
10	8	Quincy,	5 23	5,800 00	-	-	1,100	141 0
9	9	Medway,	5 09.1	2,800 00	-	-	550	-
8	10	Cohasset,	4 86.5	1,800 00	-	-	370	-
11	11	Walpole,	4 52	1,600 00	-	-	354	200 0

NORFOLK COUNTY—CONTINUED.

For 1861-2.	For 1862-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
12	12	Sharon,	\$4 08.9	\$800 00	\$120 00	\$920 00	225	\$7 00
13	13	Needham,	3 79	1,410 00	-	-	372	-
14	14	Wrentham,	3 65.1	2,250 00	341 86	2,591 86	710	14 00
16	15	Weymouth,	3 61.7	4,000 00	-	-	1,106	80 00
17	16	Foxborough,	3 60.8	1,400 00	-	-	388	-
18	17	Canton,	3 44.8	2,000 00	-	-	580	30 00
21	18	Medfield,	3 42.9	600 00	-	-	175	-
19	19	Bellingham,	3 38.4	800 00	140 63	940 63	278	-
22	20	Stoughton,	3 34.7	2,500 00	-	-	747	-
20	21	Franklin,	3 31.5	1,200 00	-	-	362	-
15	22	Braintree,	3 17.5	2,200 00	-	-	693	50 00
23	23	Randolph,	2 41.1	2,500 00	-	-	1,037	-

BRISTOL COUNTY.

1	1	N. BEDFORD,	7 10.8	22,136 84	-	-	3,099	-
2	2	Fairhaven,	6 10.2	6,700 00	-	-	1,098	-
3	3	Attleborough,	5 41.6	5,031 63	-	-	929	-
5	4	Taunton,	4 81	12,000 00	-	-	2,495	-
4	5	Fall River,	4 13.8	11,000 00	-	-	2,658	-
6	6	Westport,	3 38.4	2,000 00	284 25	2,284 25	675	680 54
12	7	Dartmouth,	3 31.5	3,000 00	-	-	905	634 27
16	8	Eastham,	3 20.2	1,700 00	-	-	531	35 00
10	9	Raynham,	3 14.5	1,000 00	-	-	318	-
7	10	Dighton,	3 08.4	1,075 00	100 00	1,175 00	381	131 00
9	11	Pawtucket,	2 99.2	2,750 00	-	-	919	-
11	12	Seekonk,	2 91.3	1,200 00	242 00	1,442 00	495	423 00
8	13	Norton,	2 82.4	1,200 00	-	-	425	-
17	14	Somerset,	2 73.4	700 00	-	-	256	60 00
18	15	Rehoboth,	2 71.3	1,000 00	139 55	1,139 55	420	303 00
19	16	Swansey,	2 58.6	600 00	-	-	232	309 00
14	17	Freetown,	2 54.5	1,000 00	-	-	393	15 00
15	18	Mansfield,	2 50	965 00	-	-	386	25 00
13	19	Berkley,	2 37	500 00	-	-	211	65 00

PLYMOUTH COUNTY.

1	1	KINGSTON,	5 59.4	1,600 00	-	-	286	-
2	2	Plymouth,	5 22	7,000 00	-	-	1,341	77.75
15	3	Abington,	4 71.1	5,000 00	-	-	1,061	-
3	4	South Scituate,	4 64.5	1,700 00	-	-	366	-
7	5	Duxbury,	4 61.7	2,100 00	296 25	2,396 25	519	-
5	6	Hingham,	4 37.3	3,476 82	-	-	795	-

PLYMOUTH COUNTY—CONTINUED.

For 1891-2.	For 1892-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and
6	7	Scituate,	\$4 32.9	\$2,000 00	-	-	462	\$106
8	8	Pembroke,	4 10	1,000 00	\$152 00	1,152 00	281	28
14	9	W. Bridgewater	3 89.6	1,200 00	-	-	308	-
11	10	Hanover,	3 79.2	1,350 00	-	-	356	-
4	11	Hull,	3 77.9	215 43	-	-	57	-
10	12	Hanson,	3 73.4	900 00	-	-	241	-
9	13	Bridgewater,	3 60.4	2,000 00	-	-	555	200 00
12	14	Middleborough,	3 52.7	4,000 00	-	-	1,134	692 3
13	15	Marshfield,	3 50 6	1,350 00	-	-	385	-
16	16	Halifax,	3 46.8	600 00	-	-	173	72 75
20	17	Plympton,	2 87.1	600 00	-	-	209	184 00
21	18	Wareham,	2 78.6	2,000 00	-	-	718	-
17	19	E. Bridgewater,	2 73.2	1,500 00	-	-	549	-
18	20	N. Bridgewater,	2 65.6	2,600 00	-	-	979	-
19	21	Rochester,	2 64.2	2,000 00	-	-	757	79 75
22	22	Carver,	2 63.2	700 00	-	-	266	258 32
*	*	Marion,	2 35.8	500 00	-	-	212	-
*	*	Lakeville,	-	-	-	-	-	-

BARNSTABLE COUNTY.

1	1	PROVINCE'N,	5 14.6	3,000 00	-	-	583	-
6	2	Yarmouth,	3 60.4	2,000 00	-	-	555	200 00
8	3	Brewster,	3 46	1,000 00	-	-	289	50 00
5	4	Barnstable,	3 35.3	3,000 00	1000 00	4,000 00	1,193	500 00
3	5	Falmouth,	3 05.4	1,500 00	320 00	1,820 00	596	400 00
4	6	Eastham,	3 01.6	505 00	50 00	555 00	184	18 00
2	7	Sandwich,	2 87.7	3,000 00	374 95	3,374 95	1,173	85 00
7	8	Chatham,	2 54.4	1,300 00	-	-	511	701 00
9	9	Orleans,	2 50	1,100 00	-	-	440	130 00
10	10	Wellfleet,	2 38.5	1,200 00	95 00	1,295 00	543	849 25
11	11	Truro,	1 72.7	900 00	-	-	521	-
12	12	Harwich,	1 62.5	1,500 00	-	-	923	703 33
13	13	Dennis,	1 52	1,300 00	-	-	855	1450 75

DUKES COUNTY.

1	1	EDGARTON,	3 84.6	1,500 00	-	-	390	-
2	2	Tisbury,	3 48.3	1,400 00	-	-	402	-
3	3	Chilmark,	2 77.8	400 00	-	-	144	-

NANTUCKET COUNTY.

		NANTUCKET,	5 70.7	9,725 13	-	-	1,704	-
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* Newly incorporated.

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State, for the Education of each Child between the ages of 5 and 15 years in the County.

For 1853. For 1852.	COUNTIES.	Sum appropriated by Counties for each Child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue, and similar funds, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1 1	SUFFOLK,	\$7 98	\$207,657 37	—	\$207,657 37	26,032	—
2 2	Middlesex,	5 88	186,343 82	\$202 29	186,546 11	31,752	\$800 05
3 3	Nantucket,	5 71	9,725 13	—	9,725 13	1,704	—
4 4	Norfolk,	5 63	91,169 65	662 49	91,832 14	16,315	622 00
5 5	Bristol,	4 54	75,548 47	765 60	76,314 07	16,826	2,680 81
6 6	Essex,	4 22	118,502 98	1,199 64	119,702 62	28,394	126 25
7 7	Hampden,	3 92	37,399 43	2,364 06	39,763 49	10,134	6,487 93
8 8	Plymouth,	3 82	45,392 25	448 25	45,840 50	12,010	1,698 90
11 9	Worcester,	3 57	95,258 06	1,096 73	96,354 79	26,984	1,567 55
9 10	Dukes,	3 53	3,300 00	—	3,300 00	936	—
10 11	Hampshire,	3 36	24,421 00	541 98	24,962 98	7,423	4,027 67
12 12	Franklin,	3 05	20,526 00	348 70	20,874 70	6,848	4,711 31
13 13	Barnstable,	2 77	21,305 00	1,839 95	23,144 95	8,366	5,087 33
14 14	Berkshire,	2 58	27,082 09	1,207 76	28,289 85	10,981	11,463 84

AGGREGATE OF THE STATE.

14 Counties,	4 76	963,631 25	10,677 45	974,308 70	204,705 39	273 64
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GRADUATED TABLES.—SECOND SERIES.

The next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1850. A wish has been frequently expressed by persons residing in different parts of the State, that such a Table might be constructed. The first Table of the kind published was in the previous, or Sixteenth Annual Report.

The first column shows the rank of the cities and towns in a similar Table for 1851-2.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1852-3.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is expressed in mills and hundredths of a mill. The decimals are carried to three figures, in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the two last figures by a point.

The fifth column presents the amount of appropriations, including the amount raised by taxes, also the income of the surplus revenue, and of such funds as the towns may appropriate, at their option, either to support Common Schools or pay ordinary municipal expenses. The income of other local funds and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of Tables, and for the same reasons.

The sixth exhibits the amount of taxable property in each city and town according to the last State Valuation.

If the valuations in each case were an exact representation of the amount of property, or if the valuations were all too high or all too low in equal proportions, then the results in the fourth column would present a perfectly just view of the comparative liberality of the towns to their schools. Such is by no means the fact. The valuations are only approximations, more or less near, to the actual value of the property of the towns. Some towns may have a valuation much too high, as compared with their property, or as compared with other towns, owing to imperfections in the returns of the assessors, and to the uncertainty attending a mere estimate of the value of property. So far as the valuations are in different proportions to the property they represent, the conclusions based on them, as in the next Table, cannot be strictly just.

Moreover, some towns, from special advantages, increase in wealth much more rapidly than other towns, while their respective valuations remain stationary for ten years, or till 1860. This unequal advance in property renders comparisons that are founded on valuations merely, to some extent unjust, and the injustice will increase each successive year, or with the increase of wealth.

The first Graduated Tables, showing the sum appropriated per Child, between 5 and 15 years of age, rest on facts that can be accurately ascertained in every case, and may therefore present perfectly accurate results. The second series of Graduated Tables rests on one of the same facts (the amount appropriated); also, on the valuations which are to some extent arbitrary and liable to unavoidable errors. Therefore, the comparisons in the second series may have no advantage over those in the first series, in accuracy or justness.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale. For example, Brookline and Boston, which for many years have held the highest places in the previous Tables, are, in the following one, the former No. 319, the latter No. 314. Attleborough, which is No. 48 in the first Graduated Table, is No. 1 in the following Table.

GRADUATED TABLES—SECOND SERIES.

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of taxable property, appropriated to the support of Public Schools for the year 1852-3.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriations for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of surplus revenue, and of similar funds.	Valuation
2	1	ATTLEBOROUGH,	\$.004-85	\$5,031 63	\$1,038,0
5	2	Lynn,*	4-68	19,400 00	4,148,9
69	3	Buckland, . . .	4-40	1,001 25	227,7
1	4	Wellfleet, . . .	4-40	1,295 00	294,2
9	5	Winchester, . . .	3-85	2,500 00	649,3
4	6	Rockport, . . .	3-72	2,500 00	672,4
50	7	Hanson, . . .	3-58	1,350 00	376,7
80	8	Abington, . . .	3-41	5,000 00	1,466,8
7	9	Orleans, . . .	3-38	1,100 00	325,5
25	10	Somerville, . . .	3-27	6,880 00	2,102,6
26	11	Taunton, . . .	3-24	12,000 00	3,701,4
11	12	Medway, . . .	3-23	2,800 00	876,1
3	13	Milford, . . .	3-23	3,700 00	1,144,7
8	14	Manchester, . . .	3-20	1,600 00	499,5
22	15	South Reading, . . .	3-18	2,400 00	755,0
21	16	Gloucester, . . .	3-12	7,400 00	2,369,2
15	17	Scituate, . . .	3-01	2,000 00	664,9
10	18	Pawtucket, . . .	3-00	2,750 00	916,5
13	19	Eastham, . . .	2-99	555 00	185,7
12	20	Brewster, . . .	2-99	1,000 00	334,8
16	21	Hopkinton, . . .	2-90	2,575 00	887,0
38	22	Provincetown, . . .	2-88	3,000 00	1,043,1
18	23	Harwich, . . .	2-86	1,500 00	524,6
197	24	Natick, . . .	2-84	2,600 00	916,2
20	25	Plymouth, . . .	2-83	7,000 00	2,473,1
24	26	Montague, . . .	2-82	1,264 00	447,2
14	27	Monroe, . . .	2-81	170 00	60,5
33	28	Bedford, . . .	2-79	977 63	350,9
49	29	Quincy, . . .	2-78	5,800 00	2,085,6
27	30	Charlestown, . . .	2-73	23,550 00	8,624,6
40	31	Ashland, . . .	2-70	1,100 00	407,1
44	32	Lec, . . .	2-70	2,597 09	966,3
74	33	Marblehead, . . .	2-70	5,500 00	2,033,9
17	34	Chatham, . . .	2-69	1,300 00	484,7
87	35	Yarmouth, . . .	2-68	2,000 00	746,5

* Including Swampscott. Swampscott has been incorporated since 1850, and has no separate valuation; it being included in the valuation of Lynn.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the Appropria- tion for Public Schools expressed in decimals	Appropriations in- cluding the sum raised by taxes for the purpose of the Revenue, and of similar Funds.	Valuation of 1850.
43	36	Clinton, ...	\$2.002-64	\$2,400 00	\$909,148 00
23	37	Saugus, ...	2-64	1,300 00	491,917 50
29	38	Barnstable, ...	2-63	4,000 00	1,522,871 00
28	39	Greenwich, ...	2-63	600 00	228,570 00
32	40	Lowell, ...	2-63	44,415 82	16,866,919 10
30	41	Pembroke, ...	2-61	1,152 00	440,917 00
31	42	Sandwich, ...	2-57	3,374 95	1,314,391 15
48	43	Mansfield, ...	2-55	965 00	378,902 00
82	44	Tisbury, ...	2-52	1,400 00	555,806 00
34	45	Middleborough, ...	2-49	4,000 00	1,603,928 00
36	46	North Bridgewater, ...	2-49	2,600 00	1,043,150 00
35	47	Webster, ...	2-49	2,000 00	801,934 00
39	48	Haverhill, ...	2-46	5,521 17	2,243,497 00
41	49	Truro, ...	2-45	900 00	367,199 50
52	50	Hanover, ...	2-45	1,350 00	550,089 00
58	51	Bolton, ...	2-43	1,275 03	525,254 00
78	52	Holliston, ...	2-43	2,000 00	801,596 00
12	53	New Salem, ...	2-43	1,000 00	410,657 00
15	54	Shutesbury, ...	2-42	600 00	248,125 00
17	55	Cohasset, ...	2-41	1,800 00	746,872 68
25	56	Douglas, ...	2-41	1,638 00	678,709 00
16	57	Florida, ...	2-41	350 00	145,049 00
7	58	Dedham, ...	2-40	7,182 50	2,999,518 87
2	59	Easton, ...	2-40	1,700 00	707,887 00
11	60	Savoy, ...	2-39	410 00	171,936 00
3	61	Chelsea, ...	2-37	8,225 00	3,475,161 00
9	62	Danvers, ...	2-37	7,855 50	3,312,779 10
0	63	Lancaster, ...	2-37	1,600 00	647,224 00
7	64	Athol, ...	2-35	1,500 00	639,384 00
4	65	Ware, ...	2-35	2,600 00	1,108,228 00
2	66	Halifax, ...	2-34	600 00	255,884 00
0	67	Reading, ...	2-33	2,500 00	1,071,042 00
5	68	Greenfield, ...	2-33	2,500 00	1,072,889 00
0	69	Weymouth, ...	2-33	4,000 00	1,714,014 75
7	70	Rowe, ...	2-32	500 00	215,432 00
7	71	West Bridgewater, ...	2-32	1,200 00	516,955 00
9	72	Malden, ...	2-31	4,000 00	1,731,662 40
9	73	Concord, ...	2-30	2,900 00	1,262,803 20
3	74	Cambridge, ...	2-29	24,253 15	10,608,787 70
0	75	Stoughton, ...	2-29	2,500 00	1,093,296 00
30	76	Heath, ...	2-28	600 00	263,640 00
51	77	Melrose, ...	2-28	1,153 94	505,098 00
51	78	South Scituate, ...	2-28	1,700 00	747,414 00
82	79	Cummington, ...	2-27	850 00	375,196 00
55	80	Dighton, ...	2-27	1,175 00	517,487 00
08	81	Monterey, ...	2-27	517 60	227,960 00
64	82	Fitchburg, ...	2-26	4,600 00	2,039,864 00
57	83	Northfield, ...	2-26	1,066 00	470,874 00

BOARD OF EDUCATION.

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For 1892-3.	TOWNS.	Ratio of Valuation to the appropriation for Schools, expressed in decimale.	Appropriations, including the amount raised by taxes, income of surplus revenue, and of similar funds.	Valuation of 1850.
19 84	Roxbury,*	\$.002-26	\$30,709 61	\$13,613,731
65 85	South Hadley,	2-26	1,500 00	663,482
66 86	Edgartown,	2-24	1,500 00	670,834
67 87	Duxbury,	2-23	2,396 25	1,076,393
68 88	Littleton,	2-23	1,050 00	471,879
72 89	Wareham,	2-22	2,000 00	901,603
63 90	Wrentham,	2 22	2,591 86	1,121,721
79 91	Hingham,	2-21	3,476 82	1,570,886
56 92	Sunderland,	2-21	700 00	316,442
75 93	Ashburnham,	2-20	1,500 00	681,420
71 94	Chicopee,	2-18	7,515 20	3,442,597
115 95	Foxborough,	2-16	1,400 00	618,072
53 96	Ipswich,	2-16	2,300 00	1,062,792
84 97	Becket,	2-15	675 00	313,915
86 98	Granby,	2-15	850 00	395,537
88 99	Brighton,	2-14	3,500 00	1,634,725
90 100	Lexington,	2-14	2,500 00	1,170,428
94 101	Paxton,	2-13	635 82	298,714
107 102	Nantucket,	2-12	9,725 13	4,595,362
93 103	Rochester,†	2-12	2,500 00	1,181,629
95 104	Clarksburg,	2-11	200 00	94,835
240 105	Grafton,	2-11	2,860 00	1,356,063
96 106	Marshfield,	2-10	1,350 00	643,191
145 107	Springfield,	2-10	13,369 72	6,375,453
129 108	Plainfield,	2-10	600 00	286,066
98 109	Chelmsford,	2-09	2,000 00	988,369
100 110	Westhampton,	2-09	450 00	215,719
101 111	Dana,	2-08	440 00	211,123
6 112	Stoneham,	2-08	1,000 00	481,862
104 113	New Marlborough,	2-07	1,025 25	495,871
102 114	Seekonk,	2-07	1,442 00	695,324
134 115	Brookfield,	2-06	1,300 00	632,064
153 116	Fairhaven,	2-06	6,700 00	3,248,990
106 117	Essex,	2-05	1,300 00	633,895
37 118	Sandisfield,	2-05	951 75	463,328
109 119	Westminster,	2-05	1,500 00	732,781
77 120	Otis,	2-04	650 00	319,400
112 121	Acton,	2-03	1,100 00	541,225
113 122	Dover,	2-03	600 00	295,701
118 123	Framingham,	2-02	3,850 00	1,910,613
158 124	Waltham,	2-02	5,600 00	2,778,446
114 125	Braintree,	2-01	2,200 00	1,054,713
172 126	Carver,	2-01	700 00	347,995
116 127	Leyden,	2-01	400 00	199,260
164 128	Medford,	2-00	4,800 00	2,409,333
76 129	Northampton,	2-00	5,000 00	2,504,141
117 130	Upton,	2-00	1,200 00	601,343
165 131	Northborough,	2-00	1,250 00	625,590

*Including West Roxbury. West Roxbury having been incorporated since 1850, its valuation is included in the valuation of Roxbury.

†Including Marion, which is newly incorporated, and has no valuation separate from that of Rochester.

TOWNS.	Ratio of Valuation to the appropria- tion for Public Schools, expressed in decimals.	Appropriations, in- cluding the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1886.
Bradford, . . .	\$.001-99	\$735 00	\$368,278 00
Vest Newbury, . . .	1-99	1,150 00	578,671 10
Irving, . . .	1-98	306 21	154,821 00
Venham, . . .	1-98	700 00	354,409 00
Vayland, . . .	1-98	950 73	479,084 00
Middlefield, . . .	1-97	500 00	299,904 00
Walpole, . . .	1-97	1,600 00	812,984 50
Amesbury, . . .	1-96	2,000 00	1,020,425 00
Salisbury, . . .	1-95	2,000 00	1,023,861 83
Voburn, . . .	1-95	3,790 91	1,962,577 00
Belham, . . .	1-94	416 00	214,606 00
Weymouth, . . .	1-94	1,000 00	514,908 00
Belchertown, . . .	1-93	1,600 00	830,356 00
Vestfield, . . .	1-92	3,000 00	1,563,758 50
Berkley, . . .	1-91	500 00	261,405 00
Weymouth, . . .	1-91	1,820 00	954,466 75
Northbridge, . . .	1-91	1,200 00	627,979 70
Newton, . . .	1-90	6,000 00	3,157,340 00
Wilton, . . .	1-90	3,300 00	1,733,127 00
Chester, . . .	1-89	800 00	423,625 00
Millbury, . . .	1-88	1,850 00	985,030 00
Montgomery, . . .	1-88	300 00	159,691 00
Newburyport, . . .	1-88	10,000 00	5,390,069 55
Southampton, . . .	1-88	710 00	377,282 00
Kingston, . . .	1-87	1,000 00	853,645 00
Beverly, . . .	1-86	4,000 00	2,156,012 85
Hubbardston, . . .	1-86	1,200 00	643,503 00
Carlisle, . . .	1-85	600 00	323,524 00
Franklin, . . .	1-85	1,200 00	648,436 00
East Bridgewater, . . .	1-84	1,500 00	814,600 00
North Brookfield, . . .	1-84	1,200 00	651,331 00
Palmer, . . .	1-84	2,219 50	1,208,435 67
Wales, . . .	1-84	400 00	217,938 00
Groveland, . . .	1-83	725 00	397,079 00
Lawley, . . .	1-83	500 00	273,212 00
Hull, . . .	1-83	215 43	117,823 00
Bellingham, . . .	1-82	940 63	517,797 00
Plympton, . . .	1-82	600 00	330,503 00
Weyringham, . . .	1-82	436 00	239,086 00
West Boylston, . . .	1-82	968 97	531,117 00
Mill River, . . .	1-81	11,000 00	6,091,250 00
Berlin, . . .	1-81	500 00	276,330 00
Lawrence, . . .	1-80	11,900 00	6,603,716 20
Pittsfield, . . .	1-80	4,800 00	2,660,744 60
Jardner, . . .	1-79	1,000 00	558,389 60
Russell, . . .	1-79	300 00	167,528 00
Sherborn, . . .	1-79	925 00	516,983 00
Charlmont, . . .	1-78	642 49	361,311 00

BOARD OF EDUCATION.

For 1891-2.	For 1892-3.	TOWNS.	Ratio of Valuation to the appropria- tion for Public Schools, expressed in decimals.	Appropriations, in- cluding the sum raised by taxes, income of surplus revenue, and of similar funds.	Valuation
183	180	Amherst, ...	\$.001-77	\$2,100 00	\$1,187
267	181	Boxford, ...	1-77	951 40	538
162	182	Freetown, ...	1-77	1,000 00	565
163	183	Needham, ...	1-76	1,410 00	799
130	184	Marlborough, ...	1-75	2,150 00	1,172
196	185	Monson, ...	1-75	1,600 00	916
228	186	Rutland, ...	1-75	900 00	513
167	187	Warren, ...	1-75	1,200 00	686
169	188	Lynnfield, ...	1-74	600 00	345
171	189	Leominster, ...	1-73	2,150 00	1,244
174	190	Billerica, ...	1-72	1,500 00	870
205	191	Dorchester, ...	1-72	11,677 54	6,785
258	192	Georgetown, ...	1-72	1,227 07	715
136	193	Dracut, ...	1-71	1,200 00	700
99	194	Boxborough, ...	1-70	400 00	239
176	195	Gill, ...	1-70	500 00	293
211	196	Methuen, ...	1-70	1,800 00	1,059
177	197	Shelburne, ...	1-70	800 00	470
180	198	Washington, ...	1-69	400 00	236
181	199	Oakham, ...	1-69	700 00	413
182	200	Westborough, ...	1-69	1,300 00	768
218	201	Princeton, ...	1-69	1,065 86	631
186	202	Goshen, ...	1-68	300 00	178
232	203	Leverett, ...	1-68	448 00	266
185	204	Norton, ...	1-68	1,200 00	714
213	205	Sharon, ...	1-68	920 00	548
188	206	Harvard, ...	1-67	1,236 00	741
193	207	Hadley, ...	1-66	1,500 00	904
103	208	Norwich, ...	1-66	400 00	241
244	209	Rehoboth, ...	1-65	1,139 50	689
256	210	Sheffield, ...	1-65	1,830 72	1,108
195	211	Bridgewater, ...	1-64	2,000 00	1,222
202	212	Dennis, ...	1-63	1,300 00	798
292	213	Deerfield, ...	1-62	1,634 50	1,009
239	214	Ashfield, ...	1-62	850 00	525
194	215	Longmeadow, ...	1-62	1,370 12	845
299	216	Worcester, ...	1-62	18,009 00	11,085
206	217	Sterling, ...	1-62	1,300 00	801
203	218	Tyngsborough, ...	1-62	800 00	492
208	219	Tewksbury, ...	1-62	1,000 00	616
272	220	Barre, ...	1-61	2,300 00	1,436
278	221	Easthampton, ...	1-61	700 00	434
273	222	Hinsdale, ...	1-61	650 00	403
209	223	Middleton, ...	1-61	500 00	310
210	224	Mount Washington, ...	1-61	150 00	93
259	225	Orange, ...	1-60	1,100 00	686
214	226	Royalston, ...	1-60	1,200 00	751
212	227	Stowe, ...	1-60	1,000 00	622

For 1881-2.	For 1882-3.	TOWNS.	Ratio of Valuation to the appropriation for Towns, Schools, and Asylums, expressed in decimals.	Appropriations, including the amount raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1880.
215	228	Tolland, ...	\$.001-59	\$321 00	\$202,555 00
219	229	Shirley, ...	1-58	900 00	569,910 00
217	230	West Stockbridge, ...	1-58	853 24	541,180 00
216	231	Adams, ...	1-57	2,724 00	1,724,481 00
220	232	Westport, ...	1-57	2,284 25	1,451,080 00
219	233	Lunenburg, ...	1-57	1,000 00	636,547 00
221	234	Oxford, ...	1-57	1,500 00	955,645 00
222	235	Phillipston, ...	1-57	600 00	383,141 00
223	236	Hardwick, ...	1-57	1,300 00	829,396 00
227	237	Coleraine, ...	1-56	1,000 00	642,893 00
226	238	Granville, ...	1-56	600 00	384,110 00
225	239	Wilmington, ...	1-56	625 00	399,643 00
231	240	Ashby, ...	1-55	900 00	580,860 00
229	241	Enfield, ...	1-55	700 00	450,684 00
230	242	Weston, ...	1-55	1,100 00	708,876 00
170	243	Blandford, ...	1-54	794 16	516,896 00
224	244	Warwick, ...	1-54	700 00	451,605 00
301	245	Williamsburg, ...	1-54	1,000 00	647,359 00
307	246	Williamstown, ...	1-54	1,500 00	973,309 00
240	247	New Bedford, ...	1-53	22,126 84	14,489,266 00
233	248	Rowley, ...	1-53	700 00	456,089 37
234	249	Sutton, ...	1-53	1,500 00	977,822 00
237	250	Ludlow, ...	1-52	700 00	459,837 00
238	251	Peru, ...	1-52	300 00	197,142 00
199	252	Winchendon, ...	1-52	1,400 00	918,365 00
236	253	Holden, ...	1-52	1,200 00	787,834 50
241	254	Somerset, ...	1-51	700 00	463,495 00
241	255	Petersham, ...	1-51	1,200 00	792,077 00
242	256	West Brookfield, ...	1-51	800 00	528,764 00
246	257	Auburn, ...	1-50	600 00	399,896 00
248	258	Southborough, ...	1-50	900 00	598,407 60
201	259	Newbury, ...	1-50	1,000 00	663,155 30
245	260	Randolph, ...	1-50	2,500 00	1,663,428 25
247	261	Lanesborough, ...	1-50	754 20	501,445 00
250	262	Holland, ...	1-50	200 00	141,897 00
251	263	Topsfield, ...	1-49	700 00	468,981 30
161	264	Brimfield, ...	1-49	1,000 00	672,008 00
254	265	Templeton, ...	1-48	1,300 00	877,725 00
253	266	Whately, ...	1-48	650 00	438,772 00
255	267	Westford, ...	1-47	1,200 00	814,078 00
263	268	Conway, ...	1-46	992 25	679,492 00
274	269	West Cambridge, ...	1-46	2,440 00	1,671,644 10
181	270	Worthington, ...	1-46	646 98	443,273 00
260	271	Spencer, ...	1-45	1,200 00	828,611 00
264	272	Andover, ...	1-44	4,500 00	3,131,122 75
269	273	Canton, ...	1-44	2,000 00	1,387,372 75
262	274	New Braintree, ...	1-44	800 00	554,624 00
270	275	Watertown, ...	1-44	3,400 00	2,851,583 20
297	276	Hatfield, ...	1-42	1,000 00	706,290 00
266	277	Sturbridge, ...	1-42	1,200 00	846,330 00

For 1831-2.	For 1832-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools expressed in decimals.	Appropriations, including the sum raised by taxes, less the amount of income of similar Funds.	Valuation of 1830
265	278	Salem, ...	\$.001-41	\$19,237 48	\$13,654,738
312	279	Southbridge, ...	1-41	1,600 00	1,131,673
304	280	Shrewsbury, ...	1-40	1,100 00	788,836
271	281	Townsend, ...	1-40	1,200 00	855,970
275	282	Lincoln, ...	1-39	670 00	482,822
276	283	Mendon, ...	1-38	924 06	668,839
277	284	Dudley, ...	1-38	900 00	651,391
280	285	Egremont, ...	1-38	625 00	453,165
311	286	Holyoke, ...	1-38	2,500 00	1,812,854
282	287	Wilbraham, ...	1-38	1,273 79	923,287
279	288	Prescott, ...	1-38	350 00	253,561
283	289	Stockbridge, ...	1-36	1,000 00	733,871
284	290	Pepperell, ...	1-35	1,000 00	740,823
300	291	Cheshire, ...	1-35	700 00	516,586
243	292	Blackstone, ...	1-34	2,280 00	1,705,106
187	293	Windsor, ...	1-34	400 00	298,619
303	294	Lenox, ...	1-34	700 00	524,500
190	295	Boylston, ...	1-33	600 00	450,982
285	296	Bernardston, ...	1-33	500 00	375,366
286	297	Dalton, ...	1-33	600 00	451,247
287	298	Hamilton, ...	1-33	600 00	452,463
309	299	Dartmouth, ...	1-32	3,000 00	2,279,942
173	300	Groton, ...	1-31	2,000 00	1,451,025
288	301	Chesterfield, ...	1-30	500 00	384,115
310	302	Medfield, ...	1-30	600 00	459,846
252	303	Charlton, ...	1-27	1,200 00	942,701
293	304	Uxbridge, ...	1-26	1,421 05	1,129,366
294	305	Burlington, ...	1-25	358 93	287,868
295	306	Dunstable, ...	1-25	450 00	361,061
249	307	North Chelsea, ...	1-25	1,600 00	801,944
298	308	Great Barrington, ...	1-17	1,500 00	1,288,176
302	309	Wendell, ...	1-16	450 00	389,204
306	310	Alford, ...	1-14	250 00	219,734
308	311	Swanzy, ...	1-10	600 00	544,232
305	312	Hancock, ...	1-03	365 00	355,151
313	313	Leicester, ...	0-95	1,160 00	1,219,330
314	314	Boston, ...	0-93	198,432 37	213,310,667
315	315	West Springfield, ...	0-90	1,500 00	1,661,640
317	316	Chilmark, ...	0-85	400 00	471,365
316	317	Sudbury, ...	0-85	780 00	915,867
318	318	Richmond, ...	0-82	300 00	367,058
319	319	Brookline, ...	0-76	4,100 00	4,436,854
321		Southwick,*	-	-	525,318
320		New Ashford, ...	No Returns.		
		Winthrop, ...	Included in North Chelsea.		
		Swampscott, ...	" Lynn.		
		West Roxbury, ...	" Roxbury.		
		Marion, ...	" Rochester.		
		Nahant,†			
		North Reading,†			
		Lakeville,†			

* Raised nothing for Public Schools by taxation.

newly incorporated.

GRADUATED TABLES—SECOND. SERIES.

which all the Towns in the respective Counties in the State, numerically arranged, according to the percentage of their taxable property appropriated for the support of Public Schools, the year 1852-3.

SUFFOLK COUNTY.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of surplus Revenue, and of similar Funds.	Valuation of 1850.
1	CHELSEA, ...	\$.002-37	\$8,225 00	\$3,475,161 00
2	North Chelsea,* . . .	1-25	1,000 00	801,944 00
3	Boston, ...	0-93	198,432 37	213,310,067 00
4	Winthrop,†	—	—	—

ESSEX COUNTY.

1	Lynn,‡. . . .	4-68	19,400 00	4,148,989 40
2	Rockport, ...	3-72	2,500 00	672,410 07
3	Manchester, ...	3-20	1,600 00	499,507 50
4	Gloucester, ...	3-12	7,400 00	2,369,251 95
5	Marblehead, ...	2-70	5,500 00	2,033,990 60
6	Saugus, ...	2-64	1,300 00	491,917 50
7	Haverhill, ...	2-46	5,521 17	2,243,497 00
8	Danvers, ...	2-37	7,855 50	3,312,779 10
9	Ipswich, ...	2-16	2,300 00	1,062,792 50
10	Essex, ...	2-05	1,300 00	633,895 20
11	Bradford, ...	1-99	735 00	368,278 00
12	West Newbury, ...	1-99	1,150 00	578,671 10
13	Wenham, ...	1-98	700 00	354,409 00
14	Amesbury, ...	1-96	2,000 00	1,020,425 00
15	Salisbury, ...	1-95	2,000 00	1,023,861 83
16	Newburyport, ...	1-88	10,000 00	5,390,069 55
17	Beverly, ...	1-86	4,000 00	2,156,012 85
18	Groveland, ...	1-83	725 00	937,079 00
19	Lawrence, ...	1-80	11,900 00	6,603,716 20
20	Boxford, ...	1-77	951 40	538,288 67
21	Lynnfield, ...	1-74	600 00	345,356 00
22	Georgetown, ...	1-72	1,227 07	715,213 00
23	Methuen, ...	1-70	1,800 00	1,059,148 45
24	Middleton, ...	1-61	500 00	310,417 00
25	Rowley, ...	1-53	700 00	456,089 37
26	Newbury, ...	1-50	1,000 00	663,155 30
27	Topshfield, ...	1-49	700 00	463,981 30
28	Andover, ...	1-44	4,500 00	3,131,122 75
29	Salem, ...	1-41	19,237 48	13,654,738 70
30	Hamilton, ...	1-33	600 00	452,403 00
	Swampscott,§	—	—	—
	Nahant,§	—	—	—

ing Winthrop. † Included in N. Chelsea. ‡ Including Swampscott. § Included in Lynn.

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

For 1891-2.	For 1892-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation.
2	1	WINCHESTER, ...	\$.003-85	\$2,500-00	\$64
5	2	Somerville, ...	3-27	6,880 00	2,10
4	3	South Reading, ...	3-18	2,400 00	75
3	4	Hopkinton, ...	2-90	2,575 00	88
32	5	Natick, ...	2-84	2,600 00	91
8	6	Bedford, ...	2-79	977 63	35
6	7	Charlestown, ...	2-73	23,550 00	8,68
9	8	Ashland, ...	2-70	1,100 00	40
7	9	Lowell, ...	2-63	44,415 82	16,86
14	10	Holliston, ...	2-43	2,000 00	82
26	11	Reading, ...	2-33	2,500 00	1,07
11	12	Malden, ...	2-31	4,000 00	1,73
17	13	Concord, ...	2-30	2,900 00	1,20
13	14	Cambridge, ...	2-29	24,253 15	10,00
10	15	Melrose, ...	2-28	1,153 94	50
12	16	Littleton, ...	2-23	1,050 00	47
16	17	Brighton, ...	2-14	3,500 00	1,63
18	18	Lexington, ...	2-14	2,500 00	1,17
19	19	Chelmsford, ...	2-09	2,000 00	98
1	20	Stoneham, ...	2-08	1,000 00	48
21	21	Acton, ...	2-03	1,100 00	54
22	22	Frankingham, ...	2-02	3,850 00	1,91
27	23	Waltham, ...	2-02	5,600 00	2,77
29	24	Medford, ...	2-00	4,800 00	2,40
23	25	Wayland, ...	1-98	950 73	47
40	26	Woburn, ...	1-95	3,790 91	1,90
36	27	Newton, ...	1-90	6,000 00	3,13
15	28	Carlisle, ...	1-85	600 00	30
28	29	Sherborn, ...	1-79	925 00	51
24	30	Marlborough, ...	1-75	2,150 00	1,17
31	31	Billerica, ...	1-72	1,500 00	87
25	32	Dracut, ...	1-71	1,200 00	70
20	33	Boxborough, ...	1-70	400 00	20
33	34	Tyngsborough, ...	1-62	800 00	40
34	35	Tewksbury, ...	1-62	1,000 00	61
35	36	Stowe, ...	1-60	1,000 00	60
42	37	Shirley, ...	1-58	900 00	50
37	38	Wilmington, ...	1-56	625 00	30
39	39	Ashby, ...	1-55	900 00	50
38	40	Weston, ...	1-55	1,100 00	70
41	41	Westford, ...	1-47	1,200 00	81
45	42	West Cambridge, ...	1-46	2,440 00	1,07
43	43	Watertown, ...	1-44	3,400 00	2,35
44	44	Townsend, ...	1-40	1,200 00	80
46	45	Lincoln, ...	1-39	670 00	40
47	46	Pepperell, ...	1-35	1,000 00	70
30	47	Groton, ...	1-31	2,000 00	1,40

MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Ratio of Valuation to the appropria- tion to public works, expressed in Decimals.	Appropriations, in- cluding the sum raised by taxes, income of surplus Revenue, and of similar Funds.	Valuation of 1850.
Burlington, . . .	\$.001-25	\$358 93	\$287,868 00
Dunstable, . . .	1-25	450 00	361,061 00
Sudbury, . . .	0-85	780 00	915,867 00
North Reading,* . .	-	-	-

WORCESTER COUNTY.

MILFORD, . . .	3-23	3,700 00	1,144,721 00
Clinton, . . .	2-64	2,400 00	909,148 00
Webster, . . .	2-49	2,000 00	801,934 00
Bolton, . . .	2-43	1,275 03	525,254 00
Douglas, . . .	2-41	1,638 00	678,709 00
Lancaster, . . .	2-37	1,600 00	674,224 00
Athol, . . .	2-35	1,500 00	639,384 00
Fitchburg, . . .	2-26	4,600 00	2,039,864 60
Ashburnham, . . .	2-20	1,500 00	681,420 00
Paxton, . . .	2-13	635 82	298,714 00
Grafton, . . .	2-11	2,860 00	1,356,063 00
Dana, . . .	2-08	440 00	211,123 00
Brookfield, . . .	2-06	1,300 00	632,064 00
Westminster, . . .	2-05	1,500 00	732,784 00
Upton, . . .	2-00	1,200 00	601,348 00
Northborough, . . .	2-00	1,250 00	625,596 00
Northbridge, . . .	1-91	1,200 00	627,979 70
Millbury, . . .	1-88	1,850 00	985,030 00
Hubbardston, . . .	1-86	1,200 00	643,503 00
North Brookfield, . .	1-84	1,200 00	651,332 00
West Boylston, . . .	1-82	968 97	531,117 00
Berlin, . . .	1-81	500 00	276,330 00
Gardner, . . .	1-79	1,000 00	558,389 60
Rutland, . . .	1-75	900 00	513,447 00
Warren, . . .	1-75	1,200 00	686,931 00
Leominster, . . .	1-73	2,150 00	1,244,051 10
Oakham, . . .	1-69	700 00	413,351 00
Westborough, . . .	1-69	1,300 00	768,499 50
Princeton, . . .	1-69	1,065 86	631,911 00
Harvard, . . .	1-67	1,236 00	741,352 00
Worcester, . . .	1-62	18,000 00	11,085 506 70
Sterling, . . .	1-62	1,300 00	801,310 00
Barre, . . .	1-61	2,300 00	1,430,964 00
Royalston, . . .	1-60	1,200 00	751,008 00
Lunenburg, . . .	1-57	1,000 00	636,547 00
Oxford, . . .	1-57	1,500 00	955,645 00
Phillipston, . . .	1-57	600 00	383 141 00
Hardwick, . . .	1-57	1,300 00	829,396 00

* Included in Reading.

WORCESTER COUNTY—CONTINUED.

For 1861-2.	For 1862-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of surplus, revenue, and of similar funds.	Value
38	39	Sutton, . . .	\$.001-53	\$1,500 00	2
28	40	Winchendon, . . .	1-52	1,400 00	1
39	41	Holden, . . .	1-52	1,200 00	1
41	42	Petersham, . . .	1-51	1,200 00	1
42	43	West Brookfield, . . .	1-51	800 00	1
44	44	Auburn, . . .	1-50	600 00	1
45	45	Southborough, . . .	1-50	900 00	1
47	46	Templeton, . . .	1-48	1,300 00	1
48	47	Spencer, . . .	1-45	1,200 00	1
49	48	New Braintree, . . .	1-44	800 00	1
50	49	Sturbridge, . . .	1-42	1,200 00	1
57	50	Southbridge, . . .	1-41	1,600 00	1,1
56	51	Shrewsbury, . . .	1-40	1,100 00	1
52	52	Mendon, . . .	1-38	924 06	1
53	53	Dudley, . . .	1-38	900 00	1
43	54	Blackstone, . . .	1-34	2,280 00	1,7
27	55	Boylston, . . .	1-33	600 00	4
46	56	Charlton, . . .	1-27	1,200 00	9
54	57	Uxbridge, . . .	1-26	1,421 05	1,1
58	58	Leicester, . . .	0-95	1,160 00	1,5

HAMPSHIRE COUNTY.

1	1	GREENWICH, . . .	2-63	600 00	2
2	2	Ware, . . .	2-35	2,600 00	1,1
3	3	Cumington, . . .	2-27	850 00	3
4	4	South Hadley, . . .	2-26	1,500 00	6
6	5	Granby, . . .	2-15	850 00	3
10	6	Plainfield, . . .	2-10	600 00	2
7	7	Westhampton, . . .	2-09	450 00	2
5	8	Northampton, . . .	2 00	5,000 00	2,5
17	9	Middlefield, . . .	1-97	590 00	2
11	10	Pelham, . . .	1-94	416 00	2
9	11	Belchertown, . . .	1-93	1,600 00	8
12	12	Southampton, . . .	1-88	710 00	3
13	13	Amherst, . . .	1-77	2,100 00	1,1
15	14	Goshen, . . .	1-68	300 00	1
16	15	Hadley, . . .	1-66	1,500 00	9
8	16	Norwich, . . .	1-66	400 00	2
19	17	Easthampton, . . .	1-61	700 00	4
18	18	Enfield, . . .	1-55	700 00	4
23	19	Williamsburg, . . .	1-54	1,000 00	6
14	20	Worthington, . . .	1-46	646 98	4
22	21	Hatfield, . . .	1-42	1,000 00	7
20	22	Prescott, . . .	1-38	350 00	2
21	23	Chesterfield, . . .	1-30	500 00	3

HAMPDEN COUNTY.

For 1872-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
1	CHICOPEE, . . .	\$8.002-18	\$7,515 20	\$3,442,597 00
2	Springfield, . . .	2-10	13,369 72	6,375,453 50
3	Westfield, . . .	1-92	3,600 00	1,563,758 50
4	Chester, . . .	1-89	800 00	423,625 00
5	Montgomery, . . .	1-88	300 00	159,691 00
6	Wales, . . .	1 84	400 00	217,938 00
7	Palmer, . . .	1-84	2,219 50	1,108,435 67
8	Russell, . . .	1 79	300 00	167,528 00
9	Monson, . . .	1-75	1,600 00	916,185 60
10	Longmeadow, . . .	1-62	1,370 12	845,966 00
11	Tolland, . . .	1-59	321 00	202,555 00
12	Granville, . . .	1-56	600 00	384,110 00
13	Blandford, . . .	1-54	794 16	516,896 00
14	Ludlow, . . .	1-52	700 00	459,847 00
15	Holland, . . .	1-50	200 00	141,897 00
16	Brimfield, . . .	1-49	1,000 00	672,008 00
17	Holyoke, . . .	1-38	2,500 00	1,812,854 00
18	Wilbraham, . . .	1-38	1,273 79	923,287 50
19	West Springfield, . . .	0-90	1,500 00	1,661,640 00
20	Southwick,* . . .	—	—	525,318 00

FRANKLIN COUNTY.

1	BUCKLAND, . . .	4-40	1,001 25	227,773 00
2	Montague, . . .	2-82	1,264 00	447,222 00
3	Monroe, . . .	2-81	170 00	60,538 00
4	New Salem, . . .	2 43	1,000 00	410,657 00
5	Shutesbury, . . .	2-42	600 00	248,125 00
6	Greenfield, . . .	2-33	2,500 00	1,072,889 00
7	Rowe, . . .	2-32	500 00	215,432 00
8	Heath, . . .	2-28	600 00	263,640 00
9	Northfield, . . .	2-26	1,066 00	470,874 00
10	Sunderland, . . .	2-21	700 00	316,442 00
11	Leyden, . . .	2-01	400 00	199,268 00
12	Erving, . . .	1-98	306 21	151,821 00
13	Hawley, . . .	1-83	500 00	273,212 00
14	Charlemont, . . .	1-78	642 49	361,311 00
15	Gill, . . .	1-70	500 00	293,207 00
16	Shelburne, . . .	1-70	800 00	470,874 00
17	Leverett, . . .	1-68	448 03	266,704 00
18	Deerfield, . . .	1-62	1,634 50	1,009,306 00
19	Ashfield, . . .	1-62	850 00	525,901 00
20	Orange, . . .	1-60	1,100 00	686,974 00
21	Coleraine, . . .	1-56	1,000 00	642,893 00
22	Warwick, . . .	1-54	700 00	454,605 00

* Raised nothing by tax for Public Schools.

FRANKLIN COUNTY—CONTINUED.

For 1881-2.	For 1882-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of surplus revenues, and of similar funds.	Valuation of 1880.
20	23	Whately, . . .	\$.001-48	\$650 00	\$438,772 00
23	24	Conway, . . .	1-46	992 25	679,492 00
24	25	Bernardston, . . .	1-33	500 00	375,366 00
26	26	Wendell, . . .	1-16	450 00	389,204 00

BERKSHIRE COUNTY.

2	1	LEE, . . .	2-70	2,507 09	966,320 00
3	2	Florida, . . .	2-41	350 00	145,049 00
6	3	Savoy, . . .	2-39	410 00	171,936 00
9	4	Monterey, . . .	2-27	517 60	227,960 00
5	5	Becket, . . .	2-15	675 00	313,915 00
7	6	Clarksburg, . . .	2-11	200 00	94,835 00
8	7	New Marlborough, . . .	2-07	1,025 25	495,871 00
1	8	Sandisfield, . . .	2 05	951 75	463,328 00
4	9	Otis, . . .	2-04	650 00	319,400 00
18	10	Tyringham, . . .	1-82	436 00	231,086 00
12	11	Pittsfield, . . .	1 80	4 800 00	2,660,744 60
10	12	Washington, . . .	1-69	400 00	236,195 00
17	13	Sheffield, . . .	1-65	1,830 72	1,108,145 00
19	14	Hinsdale, . . .	1-61	650 00	403,324 00
13	15	Mount Washington, . . .	1-61	150 00	93,402 00
14	16	West Stockbridge, . . .	1-58	853 24	541,180 00
23	17	Adams, . . .	1-57	2,724 00	1,724,484 00
29	18	Williamstown, . . .	1-54	1,500 00	973,309 00
15	19	Peru, . . .	1-52	300 00	197,142 00
16	20	Lanesborough, . . .	1-50	754 20	501,445 00
20	21	Egremont, . . .	1-38	625 00	453,165 00
21	22	Stockbridge, . . .	1-36	1,000 00	733,871 40
25	23	Cheshire, . . .	1-35	700 00	516,586 50
11	24	Windsor, . . .	1-34	400 00	208,619 00
26	25	Lenox, . . .	1-34	700 00	524,500 90
22	26	Dalton, . . .	1-33	600 00	451,217 00
24	27	Great Barrington, . . .	1-17	1,500 00	1,288,176 00
28	28	Alford, . . .	1-14	250 00	219,734 60
27	29	Hancock, . . .	1-03	365 00	355,151 00
30	30	Richmond, . . .	0-82	300 00	367,058 00
31	31	New Ashford, . . .	No returns.	-	-

NORFOLK COUNTY.

1	1	MEDWAY, . . .	3-23	2,800 00	867,176 00
3	2	Quincy, . . .	2-78	5,800 00	2,085,625 00
2	3	Cohasset, . . .	2-41	1,800 00	746,872 00

NORFOLK COUNTY—CONTINUED.

For 1892-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1890.
4	Dedham, . . .	\$1.002 40	\$7,182 50	\$2,999,518 87
5	Weymouth, . . .	2-33	4,000 00	1,714,014 75
6	Stoughton, . . .	2-29	2,500 00	1,093,296 00
7	Roxbury,* . . .	2-26	30,709 61	13,613,731 50
8	Wrentham, . . .	2-22	2,591 86	1,121,721 00
9	Foxborough, . . .	2-16	1,400 00	618,072 75
0	Dover, . . .	2-03	600 00	295,704 00
1	Braintree, . . .	2-01	2,200 00	1,054,783 30
2	Walpole, . . .	1-97	1,600 00	812,984 50
3	Milton, . . .	1-90	3,300 00	1,733,127 00
4	Franklin, . . .	1-85	1,200 00	648,436 00
5	Bellingham, . . .	1-82	940 63	517,797 87
6	Needham, . . .	1-76	1,410 00	799,789 75
7	Dorchester, . . .	1-72	11,677 54	6,785,916 46
8	Sharon, . . .	1-68	920 00	548,452 25
9	Randolph, . . .	1-50	2,500 00	1,663,428 25
0	Canton, . . .	1-44	2,000 00	1,387,372 75
1	Medfield, . . .	1-30	600 00	459,846 00
2	Brookline, . . .	0-76	4,100 00	5,436,854 50
	West Roxbury,† . . .	—	—	—

BRISTOL COUNTY.

1	ATTLEBOROUGH, . .	4-85	5,031 63	1,038,000 00
2	Taunton, . . .	3-24	12,000 00	3,701,472 00
3	Pawtucket, . . .	3-00	2,750 00	916,537 00
4	Mansfield, . . .	2-55	965 00	378,903 00
5	Easton, . . .	2-40	1,700 00	707,887 00
6	Dighton, . . .	2-27	1,175 00	517,487 00
7	Seekonk, . . .	2-07	1,442 00	695,324 00
8	Fairhaven, . . .	2-06	6,700 00	3,248,990 00
9	Raynham, . . .	1-94	1,000 00	514,908 00
10	Berkley, . . .	1-91	500 00	261,405 00
11	Fall River, . . .	1-81	11,000 00	6,091,250 00
12	Freetown, . . .	1-77	1,000 00	565,096 00
13	Norton, . . .	1-68	1,200 00	714,021 00
14	Rehoboth, . . .	1-65	1,139 50	689,206 00
15	Westport, . . .	1-57	2,284 25	1,451,080 00
16	New Bedford, . . .	1-53	22,126 84	14,489,266 00
17	Somerset, . . .	1-51	700 00	463,495 00
18	Dartmouth, . . .	1-32	3,000 00	2,279,942 00
19	Swansey, . . .	1-10	600 00	544,232 00

*Including West Roxbury.

†Included in Roxbury.

BOARD OF EDUCATION.

PLYMOUTH COUNTY.

For 1881-2.	For 1882-3.	TOWNS.	Ratio of Valuation to the appropriations for Public Schools, expressed in decimals.	Appropriations, including the amount raised by taxes, income, and of similar funds.	Value
6	1	HANSON, . . .	\$.003-58	\$1,350 00	\$37
12	2	Ahington, . . .	3-41	5,000 00	1,40
1	3	Scituate, . . .	3-01	2,000 00	60
2	4	Plymouth, . . .	2-83	7,000 00	2,40
3	5	Pembroke, . . .	2-61	1,152 00	40
4	6	Middleborough, . .	2-49	4,000 00	1,60
5	7	North Bridgewater, .	2-49	2,600 00	1,00
7	8	Ilanover, . . .	2-45	1,350 00	50
19	9	Halifax, . . .	2-34	600 00	20
16	10	West Bridgewater, .	2-32	1,200 00	50
8	11	South Scituate, . .	2-28	1,700 00	70
9	12	Duxbury, . . .	2-23	2,396 25	1,00
10	13	Wareham, . . .	2-22	2,000 00	90
11	14	Hingham, . . .	2-21	3,476 82	1,50
13	15	Rochester,* . . .	2-12	2,500 00	1,10
14	16	Marshfield, . . .	2-10	1,350 00	60
21	17	Carver, . . .	2-01	700 00	30
17	18	Kingston, . . .	1-87	1,600 00	80
18	19	East Bridgewater, .	1-84	1,500 00	80
15	20	Hull, . . .	1-83	215 43	10
20	21	Plympton, . . .	1-82	600 00	30
22	22	Bridgewater, . . .	1-64	2,000 00	1,20
		Marion,† . . .	-	-	
		Lakeville,‡ . . .	-	-	

BARNSTABLE COUNTY.

1	1	WELLFLEET, . . .	4-40	1,295 00	20
2	2	Orleans, . . .	3-38	1,100 00	30
4	3	Eastham, . . .	2-99	555 00	10
3	4	Brewster, . . .	2-99	1,000 00	30
9	5	Provincetown, . . .	2-88	3,000 00	1,00
6	6	Harwich, . . .	2-86	1,500 00	50
5	7	Chatham, . . .	2-69	1,300 00	40
11	8	Yarmouth, . . .	2-68	2,000 00	70
7	9	Barnstable, . . .	2-63	4,000 00	1,50
8	10	Sandwich, . . .	2-57	3,374 95	1,30
10	11	Truro, . . .	2-45	900 00	30
12	12	Falmouth, . . .	1-91	1,820 00	90
13	13	Dennis, . . .	1-63	1,300 00	70

DUKES COUNTY.

2	1	TISBURY, . . .	2-52	1,400 00	50
1	2	Edgartown, . . .	2-24	1,500 00	60
3	3	Chilmark, . . .	0-85	400 00	40

NANTUCKET COUNTY

		NANTUCKET, . .	2-12	9,725 13	4,50
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* Including Marion. † Included in Rochester. ‡ Newly incorporated, and included in Middlesex.

The different Counties in the State, numerically arranged, according to the percentage of their taxable property appropriated for the support of Public Schools, for the year 1852-3.

For 1851-2.	COUNTIES.	Ratio of valuation to appropriations for Public Schools, expressed in decimals.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1850.	Amount contributed for board and fuel.
1	Barnstable,	\$.002-60	\$21,305 00	\$1,839 95	\$23,144 95	\$8,807,349 74	\$5,087 33
2	Plymouth, .	2-39	45,392 25	448 25	45,840 50	19,200,638 00	1,608 90
3	Middlesex,	2-24	186,343 82	202 29	186,546 11	83,264,719 50	800 05
5	Essex,	2-12	118,502 98	1,199 64	119,702 62	56,556,466 89	126 25
4	Nantucket,	2-12	9,725 13	—	9,725 13	4,535,362 00	—
8	Norfolk,	1-95	91,169 65	662 49	91,832 14	47,034,521 56	622 00
10	Bristol,	1-94	75,548 47	765 60	76,314 07	39,243,560 00	2,680 81
6	Dukes,	1-94	3,300 00	—	3,300 00	1,698,005 00	—
7	Hampshire,	1-87	24,421 00	541 98	24,962 98	13,331,240 00	4,027 67
9	Franklin,	1-86	20,526 00	348 70	20,874 70	11,211,309 00	4,711 31
11	Hampden,	1-76	37,389 43	2,364 06	39,753 49	22,621,220 77	6,487 93
12	Worcester,	1-74	95,258 06	1,096 73	96,354 79	55,497,794 00	1,567 55
13	Berkshire,	1-64	27,082 09	1,207 76	28,289 85	17,197,607 00	11,463 84
14	Suffolk,	0-95	207,657 37	—	207,657 37	217,587,172 00	—

AGGREGATE FOR THE STATE.

14 Counties,	1-63	963,631 25	10,677 45	974,308 70	597,936,985 46	39,273 64
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Arrangement of the Counties, according to their appropriations including Voluntary Contributions.

If the Counties are numerically arranged, according to the ratio of the appropriations to their appropriations for Schools, Voluntary Contributions for fuel, being added to the amount raised by Tax, and the Income of the Revenue, as severally given in the previous Table, the order of precedence be as follows:—

For 1851-2.	For 1852-3.	COUNTIES.	Ratio as previously
1	1	Barnstable, ...	1
2	2	Plymouth, ...	
6	3	Berkshire, ...	
3	4	Franklin, ...	
4	5	Middlesex, ...	
7	6	Hampshire, ...	
8	7	Essex, ...	
5	8	Nantucket, ...	
9	9	Hampden, ...	
11	10	Bristol, ...	
12	11	Norfolk, ...	
10	12	Dukes, ...	
13	13	Worcester, ...	
14	14	Suffolk, ...	
Aggregate for the State, ...			

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the Returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. In some cases, the true mean average is not obtained by this process for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases, where without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is more than 100 per cent. This result, supposing the registers to have been properly kept, and the returns correctly made is to be thus explained:—the mean average attendance upon all the Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

There is ground to apprehend that the average attendance of scholars is often returned without due regard to accuracy. It is more difficult to secure entire correctness upon this point than upon any other of equal importance. Different teachers adopt different modes of computing this average. It is computed and returned with different degrees of care, by different teachers and committees; and different practices affecting the result prevail in districts and towns. Yet the returns for the past year are probably as accurate and complete in this particular, as can reasonably be expected in any case where the correctness of the item returned depends on the accuracy and fidelity of so many different agents, and in respect to which there is so much liability to errors, arising from neglect and mistake. It is not claimed that the towns, in all cases, are entitled to the exact precedence given them in the Table. They may not be thus entitled by the actual attendance, while they are so according to the returns.

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns, in the State, are numerically ranged, according to the AVERAGE ATTENDANCE of their pupils upon the Public Schools, for the year 1852-3.

TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15 years of age, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
1	Boxborough,	76	84	1.10-53	37	Rutland,	279	24
2	N. Braintree,	166	171	1.03-01	38	S. Reading,	447	39
3	Hardwick,	280	285	1.01-79	39	Brighton,	455	40
4	Oakham,	238	236	.99-16	40	Ashburnham,	427	37
5	Royalston,	324	320	.98-77	41	Orleans,	440	39
6	Shrewsbury,	267	261	.97-75	42	Wayland,	214	18
7	Brookfield,	326	317	.97-24	43	Walpole,	354	31
8	Leyden,	150	144	.96	44	W. Bridgewater,	308	27
9	Pepperell,	276	264	.95-65	45	Warwick,	208	18
10	Phillipston,	175	167	.95-43	46	Acton,	340	29
11	Ware,	592	564	.95-27	47	Concord,	344	30
12	Leverett,	199	189	.94-97	48	Pelham,	233	20
13	Athol,	434	410	.94-47	49	Charlton,	390	33
14	Dunstable,	108	102	.94-44	50	W. Roxbury,	650	56
15	Orange,	363	342	.94-21	51	Holland,	76	6
16	Townsend,	428	401	.93-69	52	Shirley,	226	19
17	Westborough,	430	402	.93-49	53	Princeton,	313	27
18	Southwick,	242	226	.93-39	54	Hubbardston,	454	39
19	Leominster,	605	562	.92-89	55	Eastham,	184	15
20	Tolland,	95	88	.92-63	56	Scituate,	462	39
21	Hawley,	223	206	.92-38	57	Stowe,	278	24
22	Sherborn,	217	199	.91-71	58	Essex,	336	29
23	Monterey,	168	154	.91-61	59	Montague,	364	31
24	Provincetown,	583	534	.91-60	60	Paxton,	166	14
25	Sharon,	225	206	.91-56	61	Rowley,	179	15
26	Sunderland,	185	169	.91-35	62	Petersham,	332	28
27	W. Boylston,	280	255	.91-07	63	Russell,	105	9
28	Medfield,	175	159	.90-87	64	Charlemont,	236	20
29	Erving,	98	89	.90-32	65	Gardner,	390	33
30	Winchester,	253	232	.90-70	66	Sterling,	412	35
31	Rowe,	150	136	.90-67	67	Littleton,	189	16
32	Bedford,	199	180	.90-45	68	Ashby,	265	22
33	Bolton,	255	230	.90-20	69	Foxborough,	388	32
34	Monroe,	60	54	.90	70	Gill,	162	13
35	Templeton,	447	400	.89-49	71	N. Salem,	314	26
36	Hatfield,	204	182	.89-22	72	Medway,	550	46

No.	No. of children between 5 and 15 years of age in each town.			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	No. of children between 5 and 15 years of age in each town.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	No. of children between 5 and 15 years of age in each town.	
1.	161	138	84-15	121	Bridgewater, .	555	437	78-74	
2.	810	681	84-07	122	Bellingham, .	278	218	78-42	
3.	260	168	84	123	Cohasset, .	370	290	78-38	
4.	424	356	83-96	124	Raynham, .	318	249	78-30	
5.	314	263	83-76	125	Shutebury, .	211	165	78-20	
6.	596	499	83-72	126	Sandisfield, .	315	246	78-10	
7.	307	257	83-71	127	Middleborough, .	1134	885	78-04	
8.	378	316	83-60	128	Middletown, .	181	141	77-90	
9.	1106	924	83-54	129	N. Brookfield, .	446	347	77-60	
10.	564	471	83-51	130	Somerville, .	761	591	77-66	
11.	236	197	83-47	131	Harvard, .	326	253	77-61	
12.	650	540	83-08	132	Lancaster, .	356	276	77-53	
13.	204	169	82-84	133	Watertown, .	559	433	77-46	
14.	248	205	82-66	134	Montgomery, .	84	65	77-38	
15.	165	136	82-42	135	Brimfield, .	272	210	77-21	
16.	216	178	82-41	136	Fitchburg, .	1041	803	77-14	
17.	271	223	82-29	137	Wenham, .	214	165	77-10	
18.	220	181	82-27	138	Ashfield, .	344	265	77-03	
19.	359	294	81-89	139	Charlestown, .	344	257	76-88	
20.	458	375	81-88	140	Northbridge, .	405	311	76-79	
21.	115	94	81-74	141	Lowell, .	5705	4380	76-77	
22.	1061	867	81-72	142	Wilmington, .	159	122	76-73	
23.	266	217	81-58	143	Chelsea, .	1454	1114	76-62	
24.	617	503	81-52	144	Wrentham, .	710	544	76-62	
25.	274	222	81-02	145	Kingston, .	286	219	76-57	
26.	226	183	80-97	146	Ashland, .	315	241	76-51	
27.	173	140	80-92	147	Spencer, .	502	384	76-49	
28.	539	436	80-89	148	Quincy, .	1109	844	76-10	
29.	570	459	80-53	149	Lunenburg, .	276	210	76-09	
30.	128	103	80-47	150	Roxbury, .	3145	2340	75-99	
31.	241	194	80-50	151	Pembroke, .	281	213	75-80	
32.	51	41	80-39	152	Westhampton, .	140	106	75-71	
33.	212	170	80-19	153	Chilmark, .	144	109	75-69	
34.	448	359	80-13	154	Cambridge, .	3495	2641	75-57	
35.	330	264	80	155	Boston, .	24412	18440	75-54	
36.	240	192	80	156	Williamshurg, .	335	253	75-52	
37.	100	80	80	157	Rehoboth, .	420	317	75-48	
38.	149	119	79-87	158	Easton, .	531	399	75-14	
39.	104	83	79-81	159	Monson, .	558	419	75-09	
40.	390	311	79-74	160	Weston, .	225	168	74-67	
41.	443	353	79-68	161	Marshfield, .	385	287	74-58	
42.	747	595	79-65	162	Boxford, .	215	160	74-42	
43.	1726	1373	79-55	163	Wellfleet, .	543	404	74-40	
44.	136	108	79-41	164	Framingham, .	805	598	74-29	
45.	372	295	79-30	165	Lawrence, .	1660	1232	74-22	
46.	376	297	78-99	166	Duxbury, .	519	385	74-18	
47.	3089	2447	78-96	167	Dana, .	178	132	74-16	
48.	360	281	78-89	168	Alford, .	116	86	74-10	

TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.
169	Warren,	359	266	.74-09	217	Woburn,	840	591
170	W. Brookfield,	308	228	.74-03	218	Dudley, .	309	217
171	Plymouth, .	1341	990	.73-83	219	Franklin, .	362	254
172	Milford, .	925	681	.73-62	220	Whately, .	201	114
173	Mansfield,	386	284	.73-58	221	Northborough,	308	216
174	Milton, .	449	330	.73-50	222	Newton, .	1072	751
175	Hamilton, .	166	122	.73-49	223	Winchendon, .	471	329
176	Douglas, .	414	304	.73-43	224	Becket, .	275	192
177	Fairhaven, .	1098	806	.73-41	225	Tyngsborough,	191	133
178	Ipswich, .	610	506	.73-33	226	Yarmouth, .	555	386
179	Greenwich, .	180	132	.73-33	227	Falmouth, .	596	414
180	Prescott, .	161	118	.73-29	228	Swansey, .	232	161
181	Dighton, .	381	279	.73-23	229	Marlborough, .	712	493
182	Haverhill, .	1285	940	.73-15	230	Ludlow, .	240	166
183	Wilbraham, .	438	320	.73-06	231	Chicopee, .	1488	1029
184	Waltham, .	876	639	.72-95	232	Randolph, .	1037	717
185	Hadley, .	424	309	.72-88	233	Needham, .	372	257
186	Goshen, .	114	83	.72-81	234	Plympton, .	209	144
187	Lexington, .	388	282	.72-68	235	Tewksbury, .	225	155
188	Deerfield, .	467	339	.72-59	236	Medford, .	794	546
189	Westfield, .	866	642	.72-46	237	Westport, .	675	463
190	Brookline, .	392	284	.72-45	238	Wendell, .	178	122
191	Westminster, .	439	318	.72-44	239	Dorchester, .	1713	1171
192	Sutton, .	471	341	.72-40	240	Melrose, .	299	204
193	Florida, .	163	118	.72-39	241	S. Hadley, .	426	290
194	Heath, .	206	149	.72-33	242	Topsfield, .	238	162
195	Washington, .	195	141	.72-31	243	Saugus, .	375	255
196	Boylston, .	219	158	.72-15	244	Longmeadow, .	250	170
197	Middlefield, .	179	129	.72-07	245	Truro, .	521	354
198	Rockport, .	756	574	.71-96	246	Belchertown, .	617	419
199	S. Scituate, .	366	263	.71-86	247	Chesterfield, .	258	175
200	Southbridge, .	618	444	.71-84	248	Malden, .	745	447
201	Clarksburg, .	110	79	.71-82	249	Blackstone, .	905	612
202	Milbury, .	550	394	.71-64	250	Hanover, .	356	240
203	Blandford, .	342	245	.71-64	251	Tyringham, .	180	121
204	Canton, .	580	414	.71-38	252	Seekonk, .	495	332
205	Lynn, .	3059	2181	.71-30	253	Danvers, .	1961	1314
206	Holyoke, .	555	395	.71-17	254	Lynnfield, .	196	131
207	Norton, .	425	302	.71-06	255	Hull, .	57	38
208	Cumington, .	278	197	.70-86	256	Groton, .	506	396
209	Springfield, .	2188	1549	.70-80	257	Methuen, .	485	321
210	Egremont, .	195	138	.70-77	258	Taunton, .	2495	1650
211	Barnardston, .	246	174	.70-73	259	Lincoln, .	121	80
212	Attleborough, .	929	655	.70-51	260	Salem, .	4150	2739
213	N. Bridgewater, .	979	690	.70-48	261	Southborough, .	314	207
214	Chatham, .	511	360	.70-45	262	Savoy, .	205	135
215	Manchester, .	392	276	.70-41	263	Leicester, .	529	348
216	Grafton, .	854	601	.70-37	264	Georgetown, .	450	295

TOWNS.	No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
265 Hopkinton, .	653	428	.65-54	297 Worcester, .	3215	1900	.59-10
266 Berkley, .	211	138	.65-40	298 Uxbridge, .	565	332	.58-76
267 E. Bridgewater, .	549	358	.65-21	299 W. Stockbridge	315	185	.58-73
268 Dalton, .	264	172	.65-15	300 Fall River, .	2658	1558	.58-62
269 Dennis, .	855	552	.64-56	301 Sheffield, .	646	377	.58-36
270 Northampton, .	1129	728	.64-48	302 Barnstable, .	1193	696	.58-34
271 Wareham, .	718	463	.64-48	303 Mt. Washing't'n	93	54	.58-06
272 N. Marlborough	400	257	.64-25	304 Hinsdale, .	308	175	.56-82
273 Mendon, .	288	185	.64-24	305 Sturbridge, .	540	306	.56-67
274 Newbury, .	269	172	.63-94	306 Hingham, .	795	449	.56-48
275 Auburn, .	188	120	.63-83	307 Pittsfield, .	1334	745	.55-85
276 Brewster, .	289	184	.63-67	308 Lenox, .	371	207	.55-80
277 Lee, .	758	479	.63-19	309 Webster, .	534	295	.55-24
278 Harwich, .	923	582	.63-06	310 Burlington, .	100	55	.55
279 Braintree, .	693	434	.62-63	311 Rochester, .	757	416	.54-95
280 Palmer, .	815	510	.62-58	312 Hancock, .	134	73	.54-48
281 Nantucket, .	1704	1064	.62-44	313 Pawtucket, .	919	500	.54-41
282 Lanesborough, .	247	154	.62-35	314 Somerset, .	256	139	.54-30
283 Dartmouth, .	905	561	.61-99	315 Sandwich, .	1173	630	.53-71
284 Tisbury, .	402	248	.61-69	316 Newburyport, .	2744	1469	.53-53
285 Southampton, .	244	150	.61-48	317 Richmond, .	161	85	.52-79
286 Oxford, .	563	344	.61-10	318 Freetown, .	393	207	.52-67
287 Andover, .	1470	897	.61-02	319 Clinton, .	526	277	.52-66
288 Beverly, .	1177	717	.60-92	320 Williamstown, .	665	340	.51-13
289 Adams, .	1345	815	.60-59	321 Gt. Barrington, .	726	356	.49-04
290 W. Newbury, .	408	247	.60-54	322 Stockbridge, .	508	241	.47-44
291 Granville, .	325	196	.60-31	323 Salisbury, .	695	327	.47-05
292 Groveland, .	278	167	.60-07	324 Stoneham, .	388	182	.46-91
293 W. Springfield, .	725	433	.59-72	New Ashford, .	No returns.		
294 Marblehead, .	1605	957	.59-63	Nahant, .	New town.		
295 Greenfield, .	590	349	.59-15	N. Reading, .	" "		
296 Bradford, .	209	159	.59-11	Lakeville, .	" "		

GRADUATED TABLES.—THIRD SERIES.

Table, in which all the Towns, in the respective Counties of the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1852-3.

[For an explanation of the principle on which these Tables are constructed, see ante, p. 83]

SUFFOLK COUNTY.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
1	N. CHELSEA, .	115	94	3	Chelsea, .	1454	1114
2	Winthrop, .	51	41	4	Boston, .	24412	18440
			.81-74				
			.80-39				

ESSEX COUNTY.

1	Essex, .	336	290	.86-31	17	Saugus, .	375	255
2	Rowley, .	179	154	.86-03	18	Danvers, .	1961	1314
3	Swampscott, .	226	183	.80-97	19	Lynnfield, .	196	131
4	Amesbury, .	539	436	.80-89	20	Methuen, .	485	321
5	Gloucester, .	1726	1373	.79-55	21	Salem, .	4150	2739
6	Middleton, .	181	141	.77-90	22	Georgetown, .	450	295
7	Wenham, .	214	165	.77-10	23	Newbury, .	269	172
8	Boxford, .	215	160	.74-42	24	Andover, .	1470	897
9	Lawrence, .	1660	1232	.74-22	25	Beverly, .	1177	717
10	Hamilton, .	166	122	.73-49	26	W. Newbury, .	408	247
11	Ipswich, .	690	506	.73-33	27	Groveland, .	278	167
12	Haverhill, .	1285	940	.73-15	28	Marblehead, .	1605	957
13	Rockport, .	756	544	.71-96	29	Bradford, .	269	159
14	Lynn, .	3059	2181	.71-30	30	Newburyport, .	2744	1469
15	Manchester, .	392	276	.70-41	31	Salisbury, .	695	327
16	Topsfield, .	238	162	.68-07		Nahant,* .	-	-

MIDDLESEX COUNTY.

1	Boxborough, .	76	84	1.10-53	4	Townsend, .	428	401
2	Pepperell, .	276	264	.95 65	5	Sherborn, .	217	199
3	Dunstable, .	108	102	.94-44	6	Winchester, .	253	232

* Newly incorporated.

MIDDLESEX COUNTY—CONTINUED.

OWNS.	No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of childr'n between 5 and 15, express'd in decimals.	TOWNS.	No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of childr'n between 5 and 15, express'd in decimals.
ford, .	199	180	.90-45	30 Lowell, .	5705	4380	.76-77
Reading, .	447	397	.88-81	31 Wilmington, .	159	122	.76-73
hpton, .	455	404	.88-79	32 Ashland, .	315	241	.76-51
land, .	214	189	.88-32	33 Cambridge, .	3495	2641	.75-57
on, .	340	299	.87-94	34 Weston, .	225	168	.74-67
ord, .	344	301	.87-50	35 Framingham, .	805	598	.74-29
ley, .	226	196	.86-72	36 Waltham, .	876	639	.72-95
re, .	278	240	.86-33	37 Lexington, .	388	282	.72-68
eton, .	189	161	.85-18	38 Woburn, .	840	591	.70-36
ry, .	265	225	.84-91	39 Newton, .	1072	751	.70-06
rtford, .	307	257	.83-71	40 Tyngsborough, .	191	133	.69-63
iston, .	564	471	.83-51	41 Marlborough, .	712	493	.69-24
ut, .	359	294	.81-89	42 Tewksbury, .	225	155	.68-89
msford, .	458	375	.81-88	43 Medford, .	794	546	.68-78
ling, .	617	503	.81-52	44 Melrose, .	299	204	.68-23
ck, .	570	459	.80-53	45 Malden, .	745	447	.67-65
isle, .	128	103	.80-47	46 Groton, .	596	396	.66-44
ury, .	330	264	.80	47 Lincoln, .	121	80	.66-12
rica, .	376	297	.78-99	48 Hopkinton, .	653	428	.65-54
Cambridge, .	360	284	.78-89	49 Burlington, .	100	55	.55
erville, .	761	591	.77-66	50 Stoneham, .	388	182	.46-91
zertown, .	559	433	.77-46	N. Reading,* .	—	—	—
destown, .	3344	2571	.76-88				

WORCESTER COUNTY.

RAINTREE, .	166	171	1.03-01	20 Petersham, .	332	285	.85-84
lwick, .	280	285	1.01-79	21 Gardner, .	390	333	.85-38
ham, .	238	236	.99-16	22 Sterling, .	412	351	.85-19
alston, .	324	320	.98-77	23 Barre, .	596	499	.83-72
wsbury, .	267	261	.97-75	24 Berlin, .	165	136	.82-42
rkfield, .	326	317	.97-24	25 Holden, .	448	350	.80-13
lipeton, .	175	167	.95-43	26 Upton, .	443	353	.79-68
l, .	434	410	.94-47	27 N. Brookfield, .	446	347	.77-80
rtborough, .	430	402	.93-49	28 Harvard, .	326	253	.77-61
minster, .	605	562	.92-89	29 Lancaster, .	356	276	.77-53
Boylston, .	280	255	.91-07	30 Fitchburg, .	1041	803	.77-14
on, .	255	230	.90-20	31 Northbridge, .	405	311	.76-79
pleton, .	447	400	.89-49	32 Spencer, .	502	384	.76-49
and, .	279	248	.88-89	33 Lunenburg, .	276	210	.76-09
burnham, .	427	379	.88-76	34 Dana, .	178	132	.74-16
rlton, .	390	339	.86-92	35 Warren, .	359	266	.74-09
ceton, .	313	271	.86-58	36 W. Brookfield, .	308	228	.74-03
bardston, .	454	393	.86-56	37 Milford, .	925	681	.73-62
ton, .	166	143	.86-14	38 Douglas, .	414	304	.73-43

* Newly incorporated.

† Mean average, as returned by the Committee.

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

TOWNS.				TOWNS.				
		No. of child ^{ren} between 5 and 15 years of age in each town.	Mean average attend- ance upon School.			No. of child ^{ren} between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	
39	Westminster, .	439	318	.72-44	49	Southborough,	314	207
40	Sutton, .	471	341	.72-40	50	Leicester, .	529	348
41	Boylston, .	219	158	.72-15	51	Mendon, .	288	185
42	Southbridge, .	618	444	.71-84	52	Auburn, .	188	120
43	Millbury, .	550	394	.71-64	53	Oxford, .	563	344
44	Grafton, .	854	601	.70-37	54	Worcester, .	3215	1900
45	Dudley, .	309	217	.70-23	55	Uxbridge, .	565	332
46	Northborough,	308	216	.70-13	56	Sturbridge, .	540	306
47	Winchendon, .	471	329	.69-85	57	Webster, .	534	295
48	Blackstone, .	905	612	.67-62	58	Clinton, .	526	277

HAMPSHIRE COUNTY.

1	WARE, .	592	564	.95-27	13	Greenwich, .	180	132
2	Hatfield, .	204	182	.89-22	14	Prescott, .	161	118
3	Pelham, .	233	203	.87-12	15	Hadley, .	424	309
4	Norwich, .	164	138	.84-15	16	Goshen, .	114	83
5	Easthampton, .	236	197	.83-47	17	Middlefield, .	179	129
6	Amherst, .	650	540	.83-08	18	Cummington, .	278	197
7	Granby, .	216	178	.82-41	19	S. Hadley, .	426	290
8	Enfield, .	220	181	.82-27	20	Belchertown, .	617	419
9	Worthington, .	274	222	.81-02	21	Chesterfield, .	258	175
10	Plainfield, .	149	119	.79-87	22	Northampton, .	1129	728
11	Westhampton, .	140	106	.75-71	23	Southampton, .	244	150
12	Williamsburg, .	335	253	.75-52				

HAMPDEN COUNTY.

1	SOUTHWICK, .	242	226	.93-39	11	Westfield, .	886	642
2	Tolland, .	95	88	.92-43	12	Blandford, .	342	245
3	Holland, .	76	66	.86-84	13	Holyoke, .	555	395
4	Russell, .	105	90	.85-71	14	Springfield, .	2188	1549
5	Chester, .	314	263	.83-76	15	Ludlow, .	240	166
6	Wales, .	136	108	.79-41	16	Chicopee, .	1488	1029
7	Montgomery, .	84	65	.77-38	17	Longmeadow, .	250	170
8	Brimfield, .	272	210	.77-21	18	Palmer, .	815	510
9	Monson, .	558	419	.75-09	19	Granville, .	325	196
10	Wilbraham, .	438	320	.73-06	20	W. Springfield, .	725	493

FRANKLIN COUNTY.

1	LEYDEN, .	150	144	.96	4	Hawley, .	223	206
2	Leverett, .	199	189	.94-97	5	Sunderland, .	185	169
3	Orange, .	363	342	.94-21	6	Erving, .	98	89

FRANKLIN COUNTY—CONTINUED.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1, . . .	150	136	.90-67	17 Shelburne, .	271	223	.82-20
oe, . . .	60	54	.90	18 Conway, .	372	295	.79-30
vick, . . .	208	183	.87-98	19 Shutesbury, .	211	165	.78-20
ague, . . .	364	314	.86-26	20 Ashfield, .	344	265	.77-03
emont, . . .	236	202	.85-59	21 Deerfield, .	467	339	.72-59
. . .	162	137	.84-57	22 Heath, .	206	149	.72-33
alem, . . .	314	265	.84-39	23 Bernardston, .	246	174	.70-73
aine, . . .	424	356	.83-96	24 Whately, .	201	141	.70-15
ifield, . . .	378	316	.83-60	25 Wendell, .	178	122	.68-54
land, . . .	248	205	.82-66	26 Greenfield, .	590	349	.59-15

BERKSHIRE COUNTY.

TERREY, . .	168	154	.91-61	17 Lee, . . .	758	479	.63-19
. . .	200	168	.84	18 Lanesborough, .	247	154	.62-35
dsor, . . .	204	169	.82-84	19 Adams, . . .	1345	815	.60-59
hire, . . .	240	192	.80	20 W. Stockbridge	315	185	.58-73
, . . .	104	83	.79-81	21 Sheffield, . .	646	377	.58-36
iefield, . .	315	246	.78-10	22 Mt. Washington	93	54	.58-06
d, . . .	116	86	.74-10	23 Hinsdale, . .	308	175	.56-82
da, . . .	163	118	.72-39	24 Pittsfield, . .	1334	745	.55-85
hington, . .	195	141	.72-31	25 Lenox, . . .	371	207	.55-80
sbury, . . .	110	79	.71-82	26 Hancock, . .	134	73	.54-48
mont, . . .	195	138	.70-77	27 Richmond, . .	161	85	.52-79
et, . . .	275	192	.69-82	28 Williamstown, .	665	340	.51-13
ngham, . . .	180	121	.67-22	29 Gt. Barrington, .	726	356	.49-04
y, . . .	205	135	.65-85	30 Stockbridge, .	508	241	.47-44
on, . . .	264	172	.65-15	N. Ashford, .	No returns.		
arlborough	400	257	.64-25				

NORFOLK COUNTY.

RON, . . .	225	206	.91-56	13 Wrentham, . .	710	544	.76-62
field, . . .	175	159	.90-86	14 Quincy, . . .	1109	844	.76-10
pole, . . .	354	312	.88-14	15 Roxbury, . .	3145	2390	.75-99
Roxbury, .	650	565	.86-29	16 Milton, . . .	449	330	.73-50
orough, . .	388	329	.84-79	17 Brookline, . .	392	284	.72-45
way, . . .	550	464	.84-36	18 Canton, . . .	580	414	.71-38
ham, . . .	810	681	.84-07	19 Franklin, . . .	362	254	.70-17
ymouth, . .	1106	924	.83-54	20 Randolph, . . .	1037	717	.69-14
er, . . .	100	80	.80	21 Needham, . . .	372	257	.69-09
ighton, . .	747	595	.79-65	22 Dorchester, . .	1713	1171	.68-36
ingham, . .	278	218	.78-42	23 Braintree, . .	693	434	.62-63
asset, . . .	370	290	.78-38				

BOARD OF EDUCATION.

BRISTOL COUNTY.

TOWNS.				TOWNS.			
		No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			
1	N. BEDFORD, .	3099	2447	.78-96	11	Westport, .	675 463
2	Raynham, .	318	249	.78-30	12	Seekonk, .	495 332
3	Rehoboth, .	420	317	.75-48	13	Taunton, .	2495 1650
4	Easton, .	531	399	.75-14	14	Berkley, .	211 138
5	Mansfield, .	386	284	.73-58	15	Dartmouth, .	905 561
6	Fairhaven, .	1098	806	.73-41	16	Fall River, .	2658 1558
7	Dighton, .	381	279	.73-23	17	Pawtucket, .	919 500
8	Norton, .	425	302	.71-06	18	Somerset, .	256 139
9	Attleborough, .	929	655	.70-51	19	Freetown, .	393 207
10	Swansey, .	232	161	.69-40			

PLYMOUTH COUNTY.

1	W. BRIDGEWATER, .	308	271	.87-99	13	Duxbury, .	519 385
2	Scituate, .	462	399	.86-36	14	Plymouth, .	1341 990
3	Abington, .	1061	867	.81-72	15	S. Scituate, .	366 263
4	Carver, .	266	217	.81-58	16	N. Bridgewater, .	979 690
5	Halifax, .	173	140	.80-92	17	Plympton, .	209 144
6	Hanson, .	241	194	.80-50	18	Hanover, .	356 240
7	Marion, .	212	170	.80-19	19	Hull, .	57 38
8	Bridgewater, .	555	437	.78-74	20	E. Bridgewater, .	549 358
9	Middleborough, .	1134	885	.78-04	21	Wareham, .	718 463
10	Kingston, .	286	219	.76-57	22	Hingham, .	795 449
11	Pembroke, .	281	213	.75-80	23	Rochester, .	757 416
12	Marshfield, .	385	287	.74-55		Lakeville, †	- -

BARNSTABLE COUNTY.

1	PROVINCETOWN, .	583	534	.91-60	8	Truro, .	521 354
2	Orleans, .	440	390	.88-64	9	Dennis, .	855 552
3	Eastham, .	184	159	.86-41	10	Brewster, .	289 184
4	Wellfleet, .	543	404	.74-40	11	Harwich, .	923 582
5	Chatham, .	511	360	.70-45	12	Barnstable, .	1193 696
6	Yarmouth, .	555	386	.69-55	13	Sandwich, .	1173 630
7	Falmouth, .	596	414	.69-46			

DUKES COUNTY.

1	EDGARTOWN, .	390	311	.79-74	3	Tisbury, .	402 248
2	Chilmark, .	144	109	.75-69			

NANTUCKET COUNTY.

1	NANTUCKET, .	1704	1064	.62-44			
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* Mean average, as returned by the Committee.
 ‡ Average attendance incorrectly returned.

† Newly incorporated.

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of Children between 5 and 15 years of age, in the State, .	204,705
Mean average attendance upon School, ...	148,099
Ratio of attendance to the whole number of Children between 5 and 15, expressed in decimals, ...	.72+

In the Recapitulation, page 46 of the Appendix, the number of persons under 5 years, attending school in Plymouth County, is stated to be 9,023. It should be 923, and the aggregate for the State should be 17,514.

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HOUSE.....

.....No 1.

EIGHTEENTH
ANNUAL REPORT
OF THE
BOARD OF EDUCATION,
TOGETHER WITH THE
EIGHTEENTH ANNUAL REPORT
OF THE
SECRETARY OF THE BOARD.



BOSTON:
WILLIAM WHITE, PRINTER TO THE STATE.
1855.



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EIGHTEENTH ANNUAL REPORT
OF THE
BOARD OF EDUCATION.

In presenting to the legislature their Eighteenth Annual Report, the Board of Education beg leave to express their growing conviction, that the educational interests of the State, in their influence upon its future prosperity, surpass all others. No State can be in a thriving condition, that does not adopt measures to prevent her youth from growing up without an ability to read and write and to transact the ordinary business of life. If the people are poorly educated, and their minds undisciplined, there will be a lack of enterprise; the mechanic arts, manufactures and commerce, will languish, and no improvements will be made in agriculture. Urged by the conviction that our system of Free Schools must not only be sustained, but be made more and more efficient, we have endeavored to carry out the enactments of the legislature and to keep the people reminded of the fact that our power and influence in the sisterhood of States depend more upon the mental cultivation of the people, than upon the extent of our territory, or the number of its inhabitants.

At a meeting of the Board in January last, arrangements were made for carrying into effect the Act of April, 1853, in reference to State Scholarships. The whole State was divided into forty sections, equal to the number of senators. Each senatorial district was divided into as many sections as it sends senators to the legislature. These sections were arranged in four classes, and the year in which each class shall be entitled to ten scholar-

ships was determined by lot, as the Act provides. On the first of February a circular was issued and sent to all the school committees in the State, informing them when it would be the privilege of the sons of the Commonwealth to receive its bounty.

The Board met in March, to examine the applications made from the first class of sections, and to appoint therefrom young men to fill said scholarships. Though only two months' notice had been given, the number of applicants was double the number of scholarships. Some of them, however, were from other parts of the Commonwealth, having presented themselves with the expectation that the two appointments which *may* be made from the State at large would be; but the whole number (twelve) were selected from the first class of sections, which was believed to be required by the statute, if a sufficient number of suitable candidates from that section made application.

We should judge, from the number and character of the applicants, that the law is and will be very popular.

Mr. David S. Rowe, principal of the Westfield State Normal School, resigned the place he had occupied eight years, and removed to a neighboring State at the close of the winter term. The school was conducted by the assistants during the summer term.

Mr. William H. Wells, principal of the Putnam School in Newburyport, was appointed his successor, and entered upon his duties in August last.

Mr. Marshall Conant has been duly appointed principal of the Bridgewater School, in place of Mr. Tillinghast, who resigned last year on account of ill health. On the retirement of the latter, the hope was entertained that the loss would be but temporary. That hope the Board has been obliged reluctantly to surrender. This is the more to be regretted, as his eminent ability and rare fidelity rendered his services invaluable. Few teachers have been able to produce so great and lasting effects upon the intellectual and moral character of their pupils as he. In parting with such a coadjutor, worn out in the service of the State, we wish it were in our power to express our sense of obligation to him for his valuable labors in a more substantial way than by mere words.

Graduates of Normal Schools have, for the most part, been employed as assistant teachers. It seems desirable, on *many*

unts, that the male assistant should be a man as highly educated as the principal. It is very important that the principal, in order to teach others how to teach, should have time to accompany his pupils to the Model School, to observe their excellencies and defects, and that, instead of being confined to instructing classes all day, he should have more leisure to instruct pupils in the different modes of teaching and the philosophy of it. We are aware that the Normal Schools have not, in all cases, given as much instruction in didactics,—in that which distinguishes our Normal from all other schools,—as they should, because their pupils were so deficient in their early education that it has been necessary to devote much time to elementary instruction. Let the assistant be an able teacher, fully competent to conduct the school in the absence of the principal, and more can be done in teaching them how to teach. Such assistants are usually able to give lectures in some department of natural history, and in many ways can benefit the school, which less thoroughly educated cannot. We have not been able to employ such assistants, except for a limited time, just long enough to discover the advantage of them, because we have not the means of paying them the salary they can obtain elsewhere.

Prior to the publication of the last Report, a plan had been adopted for the distribution of the \$1,000 that has been appropriated annually to each of the Normal Schools to aid certain pupils to meet the expenses of their education. It will be seen by referring to the Treasurer's Report of 1853, that only \$170 of the \$1,000 that might have been distributed was called for at the close of the fall term of 1853. It was found that many pupils, who needed help, thought that the mode of obtaining it required too public a confession of their poverty. By a slight change in the mode of making the application, that difficulty was removed, but the appropriation for the year just closed has not all been used. The sum distributed at each of the schools during the year has been as follows:—

At Westfield, ...	\$892 00
“ Framingham, ...	258 00
“ Bridgewater, ...	224 50

It will be seen that three times as much has been paid for pupils at Westfield as at any other school. It is a matter of fact, that one-half of the sum paid there, was paid to students from the eastern half of the State. If each pupil had attended the school that was nearest to his home, it is believed that the sum paid out at the three schools would have been nearly equal.

The State, through the Normal Schools and Teachers' Institute, has made liberal provision for the education of teachers. It has given the impression that these provisions were not fully appreciated by the people in many parts of the State, the Board, in 1871, issued a circular, through a committee of their own number, addressed to school committees in every town, urging them to select from their teachers the most promising, and to permit them to attend a Normal School.

Since the State, by its munificent appropriations for the education of teachers, has expressed its views of the importance of their being well qualified for their work, it has seemed to us that no young persons ought to offer themselves as teachers till they are sure they are such teachers as the State needs. It has seemed to us also that school committees ought to seek for teachers who have been trained at a Normal School, and if they cannot find a supply of such, they should use their influence to increase the number.

It is too late to say that those who have been trained at a Normal School cannot teach better than those who have taken special pains and have incurred no expense to prepare them for their work. We may as well say that a young man will succeed well in any art or trade without serving an apprenticeship with some skilful mechanic, or that a professional man will succeed in his profession without any special previous instruction, as that a young person without special training will make as good a teacher as one that has spent a year at a Normal School. There is not only knowledge imparted in these schools, but enthusiasm awakened and a sense of the greatness of the work infused that cannot be done in any other way.

It appears from an examination of the records of the oldest Normal Schools, that they have had pupils from 259 different towns and cities in the Commonwealth. The following Table will show from how many towns in each county no pupils have been sent to these schools:—

SCHOOL RETURNS—1853-4.

9

Berkshire . . .	has 31 towns,	9 have not sent.
Bristol . . .	" 19 "	1 " "
Barnstable . . .	" 13 "	2 " "
Dukes . . .	" 3 "	3 " "
Essex . . .	" 32 "	11 " "
Franklin . . .	" 26 "	8 " "
Hampden . . .	" 20 "	2 " "
Hampshire . . .	" 23 "	4 " "
Nantucket . . .	" 1 "	0 " "
Norfolk . . .	" 23 "	0 " "
Middlesex . . .	" 51 "	11 " "
Plymouth . . .	" 24 "	5 " "
Suffolk . . .	" 4 "	1 " "
Worcester . . .	" 58 "	12 " "
From . . .	328	69*

The building for the Fourth Normal School, located in the city of Salem, has been completed the last year, and a deed of it given to the Commonwealth. It cost \$18,500, exceeding the sum which the city expected to pay by about \$3,000. The

*A List of the Towns that have sent no pupils to the Normal Schools, alphabetically arranged. It should be stated that some of these towns have been but recently incorporated:—

Acton,	Groveland,	Saugus,
Alford,	Hamilton,	Shirley,
Boxborough,	Hatfield,	Southborough,
Carlisle,	Heath,	Spencer,
Cammington,	Hancock,	Savoy,
Coleraine,	Harwich,	Swansey,
Conway,	Hull,	Swampscott,
Chilmark,	Holland,	Topsfield,
Dalton,	Lee,	Tewksbury,
Dover,	Leicester,	Tyngsborough,
Dudley,	Lakeville,	Tisbury,
Dunstable,	Lynnfield,	Wenham,
Enfield,	Melrose,	West Newbury,
East Bridgewater,	Millbury,	Wilmington,
Eastham,	Monroe,	Winchester,
Edgartown,	Mount Washington,	West Boylston,
Erving,	Nahant,	Worthington,
Essex,	Northbridge,	Wendell,
Florida,	Oakham,	Whately,
Georgetown,	Paxton,	West Stockbridge,
Gardner,	Prescott,	West Bridgewater.
Gill,	Rowley,	Windsor,
Groton,	Rutland,	Winthrop.

BOARD OF EDUCATION.

use was dedicated September 14th, on which occasion an Address was delivered by Hon. George S. Boutwell, a member of the Board.

The school has commenced, and for the present is under the direction of Mr. Richard Edwards, Jr., one of the agents of the Board, and for several years an assistant teacher at Bridgewater. The present condition of the Normal Schools is exhibited in the Visitors' Reports; and a notice of the Teachers' Institutes may be found in the Report of the Secretary.

EMORY WASHBURN.
WILLIAM C. PLUNKETT.
THOS. KINNICUTT.
EMERSON DAVIS.
GEORGE B. EMERSON.
MARK HOPKINS.
EDWARD OTHEMAN.
ISAAC DAVIS.
GEO. S. BOUTWELL.

Report of the Visitors of the State Normal School at Framingham.

During the past year there have been several changes in the corps of assistant teachers. Miss Lucretia Crocker, the senior assistant, resigned her office as teacher in September last. Miss Crocker was an able, efficient and devoted teacher for four years. She united, in a remarkable degree, the moral and intellectual qualities most desirable in a teacher, and discharged the duties of her office with distinguished ability. By her resignation the school sustained a severe loss. Miss Adeline G. Greely, of Boston, was appointed to fill the vacancy occasioned by the resignation of Miss Crocker. The school suffered another severe loss by the resignation of Miss Abby C. Gardner, at the commencement of the autumn term. Miss Gardner had been an assistant teacher for one year. Her able and efficient services had become highly valuable. No appointment has been made to fill this vacancy. Miss Fanny A. Parsons was appointed an assistant teacher in April last. She is now unable to discharge her duties, in consequence of ill health. Miss A. C. Payson, of Peterborough, N. H., now acts for Miss Parsons.

The statistics of the school for the year past, are as follows:—

The whole number of pupils connected with the school is	93
“ “ “ admitted is	56
“ “ of graduates is	20
“ “ dismissed on account of illness, or a want of proper qualities to make teachers, ...	8
The average age of the whole school is (years)	19 $\frac{1}{4}$
The number who have had more or less experience in teaching, before becoming members of the school, is	28
The number of towns represented is	41
“ “ “ counties “ “	10
“ “ “ States “ “	5

Barnstable County has sent 5; Bristol, 1; Essex, 9; Hamp-

den, 3 ; Hampshire, 1 ; Middlesex, 33 ; Norfolk, 9 ; Plymouth, 1 ; Suffolk, 10 ; Worcester, 10.

Maine has sent 5 ; New Hampshire, 4 ; Rhode Island, 1 ; Connecticut, 1.

Among the graduates of this year, an advanced class of *seven* left the school in March last, having successfully pursued a thorough and liberal course of study of three years, to qualify themselves for teachers in the public high schools in the State. This is the third advanced class which has graduated at this school. This class was more fully and completely fitted for their intended stations, than either of the preceeding classes, as their course of study had been more perfectly arranged.

The Principal, Rev. Eben S. Stearns, and his assistants, seem to feel and appreciate the responsibility which rests upon them, and are doing every thing in their power, to make this a model school in preparing and training teachers.

The Library and Philosophical Apparatus need additions very much, in order to illustrate the studies pursued in the school.

An appropriation will be necessary, in order to finish the fencing of the grounds belonging to it, and secure the exclusive use of them to the school.

For the Visitors,

ISAAC DAVIS.

Boston, Dec. 13, 1854.

Plan for a Model School, in connection with the State Normal School at Framingham.

1. It is proposed, that the Primary, Grammar, and High Schools already existing in the Centre District, constitute the "MODEL SCHOOL," on the general principles proposed by the Board of Education, and agreed to by the School Committee.

2. The town of Framingham is expected to provide suitable rooms for these schools, keep them in repair, warmed, cleansed, ventilated, and furnished with such apparatus and conveniences as may be expedient for successful instruction.

3. The town is expected to pay the salaries of competent per-

manent teachers, who shall be a male teacher for the High School, and female assistants, if necessary, and a female teacher for each of the other schools.

4. It is proposed to organize the Model School as follows:—

ORGANIZATION OF THE MODEL SCHOOL.

1. The Primary School shall consist of pupils gathered from within limits prescribed by the School Committee of the town of Framingham, of each sex, and from the lowest age prescribed by law, to eight years: *provided, however*, that pupils of greater age may be retained, if a want of proper qualifications for the Grammar School shall make it seem necessary. The school shall have assistance from the pupils of the State Normal School, as the best good of the school may require, according to general principles, to be given hereafter.

2. The Grammar School shall consist of pupils, as above, from the age of eight to twelve years: *provided*, those not qualified for the High School, may be kept for a longer time. Assistance shall be rendered in this school, as in the Primary School.

3. The permanent teachers, in these schools, shall be expected to exercise such direction and control, and assume such responsibilities, as are usually expected of teachers in such schools—subject to the superintendence of the Principal of the State Normal School.

4. The High School shall consist of pupils of the age of twelve years and upwards.

This school shall be subject to the same conditions and provisions as the other schools—but nothing in its organization, course of study, instruction or management, shall conflict with the requirements of the Act of the State Legislature of the year eighteen hundred and fifty-one, entitled, “An Act in addition to An Act for establishing an Academy in the town of Framingham, by the name of Framingham Academy.”

The studies of this school shall be arranged with reference to a full and thorough course, embracing the “classics” as optional studies, to be completed in four years. Pupils who have honorably completed this course, shall be entitled to a Diploma signed by the permanent teacher, the Principal of the State Normal School, and countersigned by the School Committee of the town.

The course of study shall, in general, be such as shall be deemed best adapted to secure a right development of the three fold nature of the pupil, and prepare him for the successful prosecution of college studies, or for the common duties of active life.

The permanent teacher in this school, shall be expected to assume such responsibilities and such control, &c., as is expected of the other permanent teachers in this connection, subject, &c., as they are. He shall also be assisted by one or more permanent assistants, and by pupils from the State Normal School, as above.

5. Pupils of the required age and qualifications, may be admitted into the High School from all parts of the town. Pupils from other towns may be admitted, on the payment of a tuition of not less than fifty cents per week; and no pupil of correct deportment, good moral character, and of the required age and attainments, shall, at any time, be excluded from the school on the ground of non-residence in this town.

Pupils from other towns, may be admitted into the other schools mentioned, on the payment of tuition as above, provided there are vacancies, which shall be determined at the opening of each term.

6. The Salaries of the several permanent teachers shall be paid by the town, as follows: The salary of the permanent teacher in the High School, shall be \$1,000, of which the town shall pay \$800, to which shall be added the money raised by tuition, to the amount of \$200. Should the sum so raised, fall short of \$200, the deficiency shall be made up by the town. Should there be an excess, it shall be otherwise disposed of.

The Salaries of the several female teachers shall be \$300 each, to which shall be annually added, in equal proportion, the money raised by tuition in the various schools, not otherwise disposed of, until their salaries reach \$400, respectively. If there remain any thing collected by tuition, it shall be applied to promote the best good of these schools, by the concurrent action of the School Committee, and the Principal of the State Normal School.

7. Assistance from the pupils in the State Normal School shall be given in these schools, in the following manner:—

The pupil teacher shall spend sufficient time in observation of the class or classes to which she is assigned, to learn their names

and something of their habits, acquirements, and character. She shall have charge of said class or classes, for discipline and instruction in one or more branches, for not less than one hour a day, for not less than six successive weeks. The number of persons so employed, shall be determined by a strict regard to the highest good of the Normal and Model Schools.

8. Each pupil teacher shall be expected to keep a careful record of her duties in these schools, which shall be duly returned to the Principal of the Normal School, with the opinion of the permanent teacher, in regard to the success of the pupil teacher, &c., &c., indorsed thereon, and these reports shall be subject to the inspection of the School Committee.

9. There shall be a severe and thorough public examination of those schools, at least once a year, and all the pupils in the lower schools, who shall pass that examination, in a manner satisfactory to the School Committee, the Principal of the Normal School, and to the permanent teacher of the next higher school, may be admitted to the next higher school, provided they are of the required age; and no one shall be advanced to a higher school, who is not able to sustain such examination.

10. The School Committee of the town of Framingham shall be expected to retain such control and responsibility, as is required of them by law, to visit the school from time to time, and to give their influence and the sanction of their office, to promote the success of these schools. They shall be expected to make to the Principal of the Normal School such suggestions as the good of the model schools may seem to them to require. It shall be the duty of the said Principal to confer with them from time to time, and to give them such explanations and information respecting these schools, as they may require.

11. The School Committee hereby request and authorize the Principal of the State Normal School, in case of vacancies, to nominate suitable teachers to said committee. But all legal contracts with teachers, shall be made with the School Committee, and nothing in this plan and agreement may be construed as disclaiming, ignoring, or transferring the rights and duties vested in the School Committee, by the Act of the Legislature of 1851, transferring the Framingham Academy to the Framingham High School.

12. The Principal of the Normal School shall assign assist-

ants to these schools, from among the pupils of the Normal School, and visit these schools often enough to satisfy himself of the efficiency and faithfulness of all teachers and assistants. He shall recommend a course of study, extending through all these schools, so arranged that the branches taught in the lower school shall be preparatory to those in the higher schools. He shall also select and recommend the text books which he deems best adapted to the wants of these schools.

13. The Terms and Vacations shall correspond, as nearly as may be, with those prescribed for the State Normal School.

14. This Plan shall be put in operation immediately after the annual State Thanksgiving.

Accepted and agreed to by the School Committee of the town of Framingham, and the Principal of the State Normal School.

WILLIAM C. CHILDS,

Chairman School Committee.

EBEN S. STEVENS,

Principal State Normal School.

FRAMINGHAM, NOV. 6, 1854.

Report of the Visitors of the State Normal School at Bridgewater, for 1854.

It gives us pleasure to be able to report favorably, in regard to the order, condition and prospects of the Bridgewater State Normal School. It is maintaining its deserved reputation, for thoroughness and efficiency of instruction and discipline, under the judicious management of its new Principal, Mr. Marshal Conant, in connection with his worthy associates, Mr. Edwin C. Hewitt and Mr. Jairus Lincoln, Jr.

Mrs. Wyman, who became assistant teacher at the commencement of the year, was reluctantly compelled, by the state of her health, to leave the school before the close of the first term. The Principal made honorable mention of her services during her actual employment. She resigned her situation soon after the second term began, and Mr. Lincoln, a late graduate of this

school, was engaged in her stead. The visitors are gratified to find the present corps of teachers harmoniously and vigorously pursuing their responsible and important duties.

The additional appropriation made by the last legislature, for the expenses of the State Normal School, furnishes the means of some necessary and desirable repairs and improvements, upon the premises of this school, and the Visitors are pleased in finding the buildings and grounds in good order.

The attendance of pupils for the year, is somewhat diminished from that of former years. A serious impediment is found in the increased price of board, though the decline may be attributable, in part, to the increased attention paid to private seminaries. The prospect for a large entering class at the next or Spring Term, is represented as particularly encouraging. It is believed, that the real merits of this school need only to be widely known, to secure a numerous and desirable class of pupils. It may be proper here to state, that Mr. Tillinghast, the former Principal, in connection with the present Principal, has been for some time engaged in preparing a full Catalogue of the school from its commencement, to contain, besides the names of officers and pupils, a detailed view of the course of study, and other useful information. The publication of this Catalogue, and, hereafter, of an Annual Catalogue or Circular, would, no doubt, contribute to a wider appreciation of the true position and operation of this school.

It is desirable to raise the requisitions for admission into this school, making it adapted to furnish a greater amount of strictly professional instruction and training.

The attendance by terms during the year, was as follows:—

1st term, closing March 7,	pupils 54, viz.: males 23, females 31
2d " " June 27, "	47, " " 24, " 23
3d " " Nov. 8, "	51, " " 30, " 21

The average age of the males, the first of these terms, was 19 years; of the females, $17\frac{1}{2}$ years. Of the males the 2d term, 21 $\frac{1}{2}$ years; of the females, 18 years. Of the males, the third or last term, 22 $\frac{1}{2}$ years; of the females, 18 $\frac{1}{2}$ years.

The number of pupils received into the school during the year, 27, viz.: 14 males and 13 females.

Of these, Plymouth County furnished	.	.	.	.	12
Worcester	"	"	.	.	3
Norfolk	"	"	.	.	4
Middlesex	"	"	.	.	1
Essex	"	"	.	.	1
Nantucket	"	"	.	.	1
New Hampshire	"	.	.	.	3
Connecticut	"	.	.	.	1
New York	"	.	.	.	1

The average age of these pupils on entering, was 19 $\frac{1}{2}$ years. Thirteen of the number had some previous experience in teaching. Several who entered the school, left shortly after, on account, principally, of ill health, and they are not reckoned in the above number. Fourteen young persons, seven males and seven females, have just entered the school, a new term commencing the 4th inst.

The number of graduates during the year is 46—21 males and 25 females.

Of this number, Plymouth County furnished	.	.	.	16
Worcester	"	"	.	10
Norfolk	"	"	.	4
Middlesex	"	"	.	4
Essex	"	"	.	1
Bristol	"	"	.	3
Nantucket	"	"	.	4
Connecticut	"	.	.	1
Vermont	"	.	.	1
Maine	"	.	.	2

Of these graduates, all but three have been employed in teaching, and all who have taught, have done so within this State. All are engaged in teaching this winter, except three males and five females. The wages of the female teachers this winter will be, on an average, about \$4 per week, and board. The wages of the male graduates will be a little more than \$40 per month, average rate, each teacher paying his own board. All the females who graduated before the commencement of the summer schools, taught successfully during that season. The parents of a few of the young ladies desired that they should not teach during the

winter. One of the young gentlemen failed of his expected situation on account of sickness; another failed on examination by the town committee; and the third is employed in a newspaper office, waiting a favorable opportunity to teach.

The great call, a year since, for teachers adapted to take charge of the higher grade of schools, induced many of the graduates to retain a connection with the Normal School, in order to extend and increase their qualifications. Thus the Principal has been able to meet such applications for teachers, as could not have been supplied in any other way. Of these graduates, 24 remained members of the school the last term, 7 of whom were obliged to leave, however, before the close of the term, to commence their own schools.

For a portion of the year, a pleasant connection existed between the Normal School and one of the town schools, by which the graduating class were able to become teachers awhile themselves. This connection, interrupted in the summer, will, it is hoped, be resumed this winter, and only waits a favorable opening of the town school.

Music has been taught, more or less each term, by Mr. S. P. Thatcher, of Middleborough. He gave regular instruction after his engagement the first term, and gave twelve lessons the second term. Only four or five lessons were given the last term, owing to the failure of his health. His instruction has been satisfactory when it has been regular, being spirited, and adapted to arouse attention and interest.

Three valuable courses of lectures have been delivered during the year. One course of nine lectures, on various subjects of Natural History, was given by Prof. Agassiz, exciting very deep interest. One course of eight lectures, on Drawing, was by Mr. L. Krusi, excellent in itself, but not dealing in sufficient detail for the highest utility. A third course, consisting of six lectures, on Chemistry, was by Mr. J. C. Sharp, of Roxbury. As this latter gentleman has thus, for the first time, visited the Normal School as lecturer, it may be proper to observe, that his lectures were very appropriate and useful.

"They were very admirably adapted," says the Principal, "to give a clear idea of the *practical* application of this science."

About a year since, Prof. Guyot gave a course of lectures on Geography, and proposes to give another course this term, com-

mencing the 18th inst. The Principal remarks, that "the school has been nobly aided by several of these courses of lectures. The information gained from them, is brought into use in the school, in illustrating and explaining the regular lessons, but more particularly in special topics for general exercises, when the pupils are examined as to their knowledge of the lectures."

The first term of the year, seven pupils received State aid, as provided by law, amounting to \$102. The second term, five received such aid, to the amount of \$87.50. The third term four received similar assistance, to the amount of \$70. The whole amount thus furnished, is \$259.50. It is, perhaps, proper to add, that this aid appears to be duly appreciated, and gratefully acknowledged by its recipients.

It has not been deemed advisable, hitherto, to attempt the change of terms proposed by the Board, at its special session in July. The time of adopting this change, having been left optional with the Visitors of the Westfield and Bridgewater Normal Schools, in its application to their respective schools, it has been thought advisable to defer the change at Bridgewater for the present. It is hardly a year since members of this school graduated in the *middle* of a term, owing to a recent recurrence, from one year's experience, of two terms a year, back to the original plan of three terms. The changes which this school has undergone having been somewhat unfavorable to its progress, it is considered the safest course, to introduce the proposed order, of two terms a year, in as natural and easy a manner as possible. The alteration will probably be attempted in the spring.

We would not omit to mention the gratifying fact, that the social and moral condition of the school is highly satisfactory. The Principal observes, "That it could scarcely be expected to be better. It is true we have, in a few instances, want of talent and perhaps, in one or two instances, want of some points of moral character, which teachers ought to possess. But, generally speaking, I am happy to say, the pupils are earnest, and faithful to themselves; and though our numbers are small, we shall labor to make each one a *host*."

For the Visitors,

EDWARD OTHEMAN.

Boston, Dec. 13, 1854.

Report of the Visitors of the Westfield State Normal School.

Mr. David S. Rowe, having been Principal of this school eight years, resigned in February last, and the school was conducted during the summer term, by Mr. J. W. Dickinson, the assistant.

Mr. William H. Wells, late Principal of the Putnam School in Newburyport, has been appointed Principal, has entered upon the duties of his office, and has just commenced his second term.

The school is gradually increasing in numbers, and the time is not, we believe, far distant, when more room will be needed. It will be necessary, either to enlarge the building, or to buy out the right of the district to the lower story. It is a part of the contract with the district, that the Board may have the whole building by paying \$1,500, whenever it shall be their pleasure to do so.

The number of pupils during each term the last year, has been as follows :—

In winter, 42 ; summer, 53 ; autumn, 85. Averaging $63\frac{1}{3}$ each term. 61 were admitted during the year.

The male assistant, Mr. J. W. Dickinson, has commenced his third year. Miss A. G. Parsons, late preceptress in the Putnam School at Newburyport, is the female assistant.

The school-room is now heated by a furnace, which was paid for out of the appropriation of \$500, made by the legislature at its last session, for repairs and improvements.

The present Principal has marked out a course of study which is to extend through a year, in which some studies are pursued only at particular seasons of the year.

E. DAVIS.

WESTFIELD, Dec. 12, 1854.

State Normal School at Salem.

The Visitors of the State Normal School at Salem, re-
fully report:—

That Resolves to establish a State Normal School in
county of Essex, having been passed by the Legislature, rec-
the Governor's approval, April 16, 1853. The State Bo-
Education, at their meeting, held on Thursday, June 2,
decided to locate the same in Salem. The city of Salen
nished the site formerly occupied for the Registry of Dees
Summer, corner of Broad Streets, erected thereupon a
building, two stories high, sixty-seven feet square, and furn-
the same to the acceptance of the Board, and received the
the sum of six thousand dollars, appropriated by the Legis-
for this purpose. The building contains, on the lower flo-
lecture-room and six smaller rooms, for library, apparatus, r-
tion, &c.; on the second floor, a school-room, sixty-five by
feet, four recitation and two smaller rooms—one for the t-
the teachers, and the other where the books of reference ar-
posited.

On Saturday, September 3, 1853, workmen began to re-
the old building. The new building was dedicated for ec-
tional purposes, Thursday, September 14, 1854, with app-
ate exercises, Governor Washburn presiding; the address
Ex-Governor Boutwell, a member of the Board.

The school was opened on Wednesday, September 13, 1854,
with Mr. Richard Edwards, as Principal, Miss Martha King
as assistant. In October, in consequence of the large nu-
of pupils, the services of an additional assistant were requ-
and Miss Elizabeth Weston was appointed to the situation.

The number of scholars now in attendance, is 65—of w-
Essex County furnishes 57; Middlesex, 5; Plymouth, 1;
Hampshire, 2. Owing to the central position of Salem, an-
being the centre from which several railroads diverge, only
the pupils are required to board from home.

Some appropriation will be required, to furnish this s-
with cabinets and apparatus; also a library, which should
tain a few volumes of reference for the use of the pupils;

also for fencing, grading and ornamenting the grounds with the trees, shrubs, &c.

As this school has been in operation but three months, a brief report only is required. Suffice it to say, that the school appears to be in a good condition, and the Principal and his assistants are assiduous in the discharge of their responsible duties.

For the Committee,

H. WHEATLAND.



ADDRESS BY MR. BOUTWELL,

A MEMBER OF THE BOARD OF EDUCATION.

DELIVERED AT SALEM, SEPTEMBER, 1854.

The human race may be divided into two classes, so that the description of them shall be this: One has no ideal of a future, different from the present; or if it is not always satisfied with this view, it has yet had no clear conception of a higher existence.

The other class is conscious of the power of progress, is making continual advances, and has an ideal of a future, such as, in its judgment, the present ought to be. Both of these classes have institutions; for institutions are not the product of civilization, but they exist wherever our social nature is developed. Man is also a dependent being, and he therefore seeks the company, counsel and support of his fellows. From the right of numbers to act, comes the necessity of agreement, or at least so much concurrence in what is to be done as to secure the object sought. The will of numbers can only be expressed through agencies, and these, however simple, are indeed institutions—the evidence of civilization, rather than its product. They are always the sign, symbol or language by which the living man expresses the purpose of his life. Therefore, institutions differ, as the purposes of men vary.

The savage and the man of culture do not seek the same end, hence they will not employ the same means.

The institutions of the savage are those of the family, clan or tribe to which he belongs. There the child is instructed in the art of dress, in manners and language, in the rude customs of agriculture, the chase and war. This with him is life, and the history of one generation is often the history of many genera-

tions. Their ideal corresponds with their actual life; and as a necessary result, there is little or no progress.

But the other class establishes institutions which indicate the existence of new relations, and exact the performance of new duties. As man is a social being, he necessarily creates institutions of government and education corresponding to the sphere in which he is to act. If a nation desires to educate only a part of its people, its institutions are naturally exclusive: but wherever the idea of universal education has been received, the institutions of the country look to that end.

When Massachusetts was settled there were no truly popular institutions in the world, for there was really no belief in popular rights. And why should those be encouraged to think who have no right to act? But the principle, that every man is to take a part in the affairs of the community or State to which he belongs, seems to be the foundation of the doctrine, that every man should be educated to think for himself. Free schools and general education are the natural results of the principles of human equality, which distinguish the people and political systems of America.

The purposes of a people are changeable and changing, but institutions are inflexible; therefore, these latter often outlast the ideas in which they originated, or the ideas may be acting in other bodies or forms. Institutions are the visible forms of ideas, but they are only useful so far and so long as those ideas are living in the minds of men. If an institution is suffered to remain after the idea has passed away, it embarrasses rather than aids an advancing people. Such are monastic establishments in Protestant countries; such is the Church of England, as an institution of religion and government, to all classes of dissenters; such are many seminaries of learning in Europe, and some in America.

Massachusetts has had one living idea from the first,—that general intelligence is necessary to popular virtue and liberty. This idea she has expressed in various ways; the end it promises she has sought by various means. In obedience to this idea she has established Colleges, Common Schools, Grammar Schools, Academies, and at last the Normal School.

The *institution* only of the Normal School is new, the *idea* is old. The Normal system is but a better expression of an idea

aled, but nevertheless to be found in the College, school, and Academy of our fathers. Nor have we institution so readily from a knowledge of its resources as from its manifest fitness to meet a crisis. It is not then our fortune to inaugurate a new idea, but to restore an old one again, so that it may more effectively secure popular liberty, intelligence and virtue. And this is our duty to-day.

Ladies and Gentlemen :

The duties of this occasion would have been better observed by His Excellency, Governor Washburn, found it convenient to deliver the address, which, at a late moment, has been prevented. But we are all in some degree aware of the weight of his public duties, and can, therefore, appreciate the necessity which demands relief from some of them.

Our State has founded four Normal Schools, and at the present century she may not have established as many as she now satisfies the just demands of every secondary school, and presents the benefits of this system of education to all her inhabitants. The building we here set apart for a normal school we now inaugurate to the service of learning, regarded as the completion of the original plan of any future extension will depend upon the success of the present system as it shall appear in other years to other men. But we have great faith that the Normal School and in its connections, will realize the cherished hope of our history; and if so, it will be extended until every child is supplied with a Normal teacher.

This is an occasion of general interest; but to the city of Salem and the county of Essex, it is specially important. Normal schools have been long established in other parts of the State, and some compensation is now to be made to you, in the form of aid and improvements of the last fifteen years. Instruction sheds light upon the path of the laborer, and the benefits of this system have not been here without resulting advantages from the experience of similar institutions in other places will now enure to you.

Salem, with wise forecast, anticipated these advantages and has generously contributed a sum, larger even than that

appropriated by the State itself. This bounty determined the location of the school, but determined it fortunately for all concerned.

Next to Boston, Salem is the most central point of the State and, in this respect, no other town in the vicinity, however well situated, is a competitor. Pupils may reside at their homes in Newburyport, Lynn, Lawrence, Haverhill, Gloucester, and Lowell or at any intermediate place, and enjoy the benefit of daily instruction within these walls. This is a great privilege for parents and pupils, and it could not have been so well secured at any other point. Here, also, pupils and teachers may avail themselves of the libraries, literary institutions, and cabinets of this ancient and prosperous town. These are no common advantages.

We are wiser and better for the presence of great numbers of books, though we may never know what they contain. We see how much perseverance and labor have accomplished, and are sensible that what has been may be equalled, if not excelled. In great libraries, we realize how the works of the ambitious are neglected, and their names forgotten, while we cannot fail to be impressed with the value of the truth, that the only labor which brings a certain reward is that performed under a sense of duty.

Salem is itself the intelligent and refined centre of an intelligent and prosperous population, and we may venture so far, in just eulogy, as to attribute to it the united advantages of city and country, without a large share of the privations of the one or the vices of the other. Of the four Normal Schools, this is unquestionably the most fortunate in its position and surroundings. We therefore ask for the concurrence of the public in the judgment which has established it in this city. If it shall be the fortune of the Government to assemble a body of instructors qualified for their stations, there will then remain no reason why these accommodations and advantages cannot be fully enjoyed.

The Normal School differs from all other seminaries of learning, and only because it is an auxiliary to the Common Schools; can it be deemed their inferior in importance. The Academies and Colleges take young men from the district and high schools and furnish them with additional aids for the business of life, but the Normal School is truly the helper of the Common Schools. It receives its pupils from them, fits these pupils for

teachers, and sends them back to superintend where a few months before they were scholars. The Normal Schools are sustained by the Common Schools, and these latter, in return, draw their best nutriment from the former. This institution stands with the Common School; it is as truly popular, as really democratic in a just sense, and its claim for support rests upon the same foundation.

In Massachusetts we have abandoned the idea, never, I think, general, that instruction in the art of teaching is unnecessary.

The Normal School is, with us, a necessity; for it furnishes that tuition which neither the Common School, Academy, nor College can. These institutions were once better adapted to this service than now. There has been a continual increase of academic studies, until it has become necessary to establish institutions for special purposes; and of these, the Normal School is one. Its object is definite. The *true* Normal School instructs only in the art of teaching, and, in this respect, it must be confessed we have failed, sadly failed, to realize the ideal of the system. It is not a substitute for the Common School, Academy, or College, though many pupils, and in some degree the public, have been inclined thus to treat it. There should be no instruction in the departments of learning, high or low, except what is incidental to the main business of the institution; yet some have gone so far in the wrong course as to suggest, that not only the common branches should be studied, but that tuition should be given in the languages and the higher mathematics. A little reflection will satisfy us how great a departure this would be from the just idea of the Normal School. Yet circumstances, rather than public sentiment, have compelled the government to depart in practice, though never in theory, from the true system.

It so happens, that much time is occupied in instruction in those branches which ought to be thoroughly mastered by the pupil before he enters the Normal School,—that is, before he begins to acquire the art of teaching what he has not himself learned.

Such is the state of our schools that we are obliged to accept as pupils those who are not qualified, in a literary point of view, for the post of teachers. By sending better teachers into the public schools, you will effectually aid in the removal of this difficulty. The Normal School is then no substitute for the High

School, Academy or College. Nor do we ask for any sympathy which properly belongs to those institutions. He is friend of education, in its proper signification, who patronizes some one institution, and neglects all others. We have no seminaries of learning which can be considered useless, and he only a true friend who aids and encourages any and all as he has opportunity. What is popularly known as learning, is to be acquired in the Common School, High School, Academy and College heretofore. The Normal School does not profess to give instruction in reading and arithmetic, but to teach the art of teaching reading and arithmetic. So of all the elementary branches. But as the art of teaching a subject cannot be acquired without at the same time acquiring a better knowledge of the subject itself, the public will always leave the Normal School better grounded than ever before in the elements and principles of learning. It is not, however, to be expected that complete success will be realized here more than elsewhere; yet it is well to elevate the standard of admission from time to time, so that a larger part of the exercises may be devoted to the main purpose of the institution. The struggle should be perpetual, and in the right direction. First, elevate your Common Schools, so that the education there may be a sufficient basis for a course of training here. If the Normal School and the Public Schools shall each and all do their duty, candidates for admission will be so well qualified in the branches required, that the art of teaching will be the only thing taught here. When this is the case, the time of attendance will be diminished, and a much larger number of persons may annually qualify for the station of teachers.

Next, let the committees and others interested in education make special efforts to fill the chairs of your hall with young women of promise who are likely to devote themselves to the profession. It is, however, impossible for human wisdom to guard against one fate that happens to all, or nearly all, the male graduates of our Normal Schools. But this remark is made publicly, lest some anxious ones avail themselves of your bounty as a means to an end not contemplated by the State.

The house you have erected is not so much dedicated to the school as to the public; the institution here set up is not so much for the benefit of the young women who may become pupils as for the benefit of the public which they represent. The

appeal is therefore to the public to furnish such pupils, in number and character, that this institution may soon and successfully enter upon the work for which it is properly designed.

But the character and value of this school depend on the quality of its teachers more than on all things else. They should be thoroughly instructed, not only in the branches taught, but in the art of teaching them.

The teacher ought to have attained much that the pupil is yet to learn ; if he has not, he cannot utter words of encouragement, nor estimate the chances of success. It is not enough to know what is contained in the text book ; the pupil should know that at least ; the teacher should know a great deal more. A person is not qualified for the office of teacher when he has mastered a book, and has, in fact, no right to instruct others until he has mastered the subject.

Text books help us a little on the road of learning ; but by and by, whatever our pursuit or profession, we leave them behind, or else content ourselves with a subordinate position. Practical men have made book-farmers the subject of ridicule ; and there is some propriety in this ; for he is not a master in his profession who has not got, as a general thing, out of and beyond the books which treat of it.

Books are necessary in the school room, but the good teacher has little use for them in his own hands, or as aids in his own proper work. He should be instructed in his subject, aside from and above the arbitrary rules of authors ; and he will be, if he is himself inspired with a love of learning. *Inspired with a love of learning!* Whoever is, is sure of success ; and whoever is not, has the best possible security for the failure of his plans. There cannot be a good school where the love of learning in teacher and pupil is wanting ; and there cannot be a bad one where this spirit has control. As the master, so is the disciple ; as the teacher, so is the pupil ; for the spirit of the teacher will be communicated to the scholars. There must also be habits of industry and system in study. We have multitudes of scholars who study occasionally, and study hard ; but we need a race of students who will devote themselves habitually, and with love, to literature and science.

On the teachers, then, is the chief responsibility, whether the young women who go out from this institution are well quali-

fied for their profession or not. The study of technicalities is drudgery of the worst sort to the mere pupil, but the scholar looks upon it as a preparation for a wide and noble exercise of his intellectual powers—as a key to unlock the mysteries of learning. It is the business of the teacher to lighten the labor of to-day by bright visions of to-morrow.

There is a school in medicine, whose chief claim is, that it invites and prepares Nature to act in the removal of disease.

We pass no judgment upon this claim; but he is, no doubt, the best teacher who does little for his pupils, while he incites and encourages them to do much for themselves. Extensive knowledge will enable the teacher to do this.

He is a poor instructor of mathematics who sees only the dry details of rules, tables and problems, and never ascends to the contemplation of those supreme wonders of the universe which mathematical astronomy has laid open. The grammar of a language is defined to be the art of reading and writing that language with propriety. The study of its elements is dry and uninteresting, and while the teacher dwells with care upon the merits of the text, he should also lift the veil from that which is hidden, and lead his pupils to appreciate those riches of learning which the knowledge of a language may confer upon the student.

It is useful to know the division of the globe into continents and oceans, islands and lakes, mountains and rivers—and this knowledge the text books contain; but it is a higher learning to understand the effect of this division upon climate, soil, and natural productions—upon the character and pursuits of the human race. Books are so improved, that they may very well take the place of poor, or even ordinary, teachers.

Explanations and illustrations are numerous and appropriate, and very little remains for the mere text book teacher to do. But when the duties of teacher, and the exercises of the school room, are properly performed, the entire range of science, business, literature and art, is presented to the student. May it be your fortune to see education thus elevated here, and then will the same spirit be infused into the public schools of the vicinity.

The Massachusetts system of education is a noble tribute to freedom of thought. The power of educating a people, which is, in fine, the chief power in a State, has been often, if not usu-

verted to the support of favored opinions in religion and government. The boasted system of Prussia is only a prop and the existing order of things. In France, Napoleon makes us, which has become in civilized countries an educator of the people, the mere instrument of his will. Tyrants do not fail to pervert schools and the press, learning and literature, the support of tyranny. But with us, the press and the school are free; and this freedom, denied through fear in other countries, is the best evidence of the stability of our institutions. It is a hundred years since an attempt was made in Massachusetts to exercise legal censorship over the press; but we occasionally hear of movements to make the public schools of America obedient to sect or party. The success of these movements would be as great a calamity as can ever befall a free people. Ignorance would take the place of learning, and slavery would be the domain of liberty.

No defence, excuse, or palliation can be offered for such movements, and their triumph will surely produce all the evils which are possible for an enlightened people to endure. Our system of education is what it professes to be,—a public system. As parties, we have no claim whatever upon it. A man is educated because he is of a particular faith in religion, or party politics; he is not taxed because he is the father of a family, educated because he is not; but he contributes to the cause of education because he is a citizen, and has an interest in that intelligence which decides questions of faith and practice to arise. It is for the interest of all, that all shall be educated in the various pursuits and duties of the time. The education of children is no doubt first an individual duty. It is the duty of the parent, the duty of the friend; but, above all, the duty of the public. This duty arises from the relations of education in every civilized state, but in a popular government it is a necessity. The people are the source of power—the fountain; and is it more important in a monarchy than in a republic that the ruler be intelligent, virtuous, and in all respects qualified for his duties?

The institution here set up is an essential part of our system of public instruction, and, as such, it claims the public favor, sympathy, and support.

This is a period of excitement in all the affairs and relations

of men, and America is fast becoming the central point of these activities. They are, no doubt, associated with many blessings, but they may also be attended by great evils. We claim for our country preëminence in education; this may be just, but it is also true that Americans, more than any other people, need to be better educated than they are. Where else is the field of statesmanship so large, or the necessity for able statesmen so great?

With the single exception of Great Britain, there is no nation whose relations are such as to require a union in rulers of the rarest practical abilities, with accurate, sound and varied learning, and there is no nation whose people are so critical in the tests they apply to their public agents. We need men thoroughly educated in all the departments of learning; to which ought to be added, travel in foreign countries and an intimate acquaintance with every part of our own. Such men we have had—such men we have now; but they will be more and more important as we advance in numbers, territory, and power. A corresponding culture is necessary in theology, in law, and in all the pursuits of industry.

No other nation has so great a destiny. That destiny is manifest, and may be read in the heart and purpose of the people. They seek new territories, an increase of population, the prosperity of commerce, of all the arts of industry, and preëminence in virtue, learning and intellectual power. And all this they can attain; for the destiny of a people, within the limits prescribed by reason, is determined by themselves. If, however, by conquest, annexation and absorption, we acquire new territories, and strange races and nations of men, and yet neglect education, every step will but increase our burdens and perils, and hasten our decay.

TREASURER'S REPORT.

TREASURER'S REPORT.

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Feb. 20,	Paid for Insurance, Mutual Fire and Marine Co.,	24 00	
	Paid for Coal,	60 24	
	Paid for taking care of house, making fires, &c.,	56 00	186 24
April 6,	Salary of E. Stearns, Principal,	375 00	
	Salaries of Assistants,	300 00	675 00
July —,	Salary of E. Stearns, Principal,	375 00	
	Salaries of Assistants,	275 00	
	Contingent Expenses,	123 60	773 60
Oct. 7,	Salary of E. Stearns, Principal,	375 00	
	Salaries of Assistants,	266 67	
	Brunmet's Bill, services,	11 00	
	Moulton's Bill, carting, &c.,	13 00	
	Stone's Bill, hanging blinds,	1 00	
	Numbers for Doors,	4 28	670 95
			3,047 14
Jan. 5,	To Sundry Payments for Normal School at Bridgewater—		
	Salary of M. Conant, Principal,	375 00	
	Salary of A. G. Boyden, from Oct. 1 to Nov. 8,	109 89	
	Salary of E. M. Hewett,	125 00	
	Miss Wyman's Salary, Nov. 30, '53, to Jan. 1, '54,	30 68	
	Incidental Expenses, &c.,	116 12	766 69
April 3,	Salary of Principal,	375 00	
	Salary of E. C. Hewett, Assistant,	175 00	
	Salary of S. M. Wyman,	87 60	
	Salary of A. G. Boyden,	8 24	
	Incidental Expenses,	24 87	670 61
July —,	Salary of Principal,	375 00	
	Salary of E. C. Hewett, Assistant,	175 00	
	Salary of J. Lincoln, Jr., Assistant,	87 60	
	Incidental Expenses,	49 63	
	Insurance,	33 76	720 78
			2,148 08
	Carried over,		\$8,255 70

Carried over, ... \$9,433 65

TREASURER'S REPORT.

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Date	Description	Amount	Balance
1864.			
Jan. 2,	Lamb & Foster, on contract,	1,000 00	
" 19,	C. C. Moody's Bill, Advertising,	4 00	
Feb. 11,	W. Haskell's Bill, Furniture,	160 00	
" 16,	James Fennessy's Bill, Iron, Bolts, &c.,	35 07	
Feb. 20,	Paid E. S. Stearns, for sundry Bills of Furniture,	72 85	
April 2,	George Graham's Bill, painting Blinds,	40 00	
" 29,	J. C. Hubbard's Bill, of Chairs,	135 00	
" 16,	Paid Lamb & Foster, on contract, for building School-house,	1,200 00	
May 4,	Paid Lamb & Foster, on contract, for building School-house,	971 65	
" 12,	Larned & Follard's Bill, plumbing for Water-Closets, Cisterns, &c.,	700 00	
" 15,	Richards & Smith's Bill, Blinds,	97 30	
July 17,	Dexter Esty's Bill, Carpenter's work, &c.,	28 13	
" 17,	Ide & Dutton's Bill, of Maps,	61 17	
" 17,	J. Wheeler's Bill, planting Trees,	18 63	
Aug. 8,	Paid G. B. Emerson, for Bill of Carpets, purchased by him,	123 84	
" 8,	J. J. Brown's Bill, paid Jan. 7, 1864,	31 00	
" 8,	James L. Frost's Bill, paid Jan. 7, 1864,	60 02	
" 8,	J. G. Bannister's Bill, paid Jan. 7, 1864,	20 00	
" 8,	Nathan Stone's Bill, paid Jan. 7, 1864,	48 65	
" 8,	Wm. Hastings' Bill, Grading, &c., paid Jan. 7, 1864,	498 25	
Nov. 14,	P. W. & W. K. White, in part, for Furnaces,	400 00	
" 14,	Stephen Smith's Bill, Furniture, paid Jan. 21, 1864,	101 83	
Dec. 8,	O. Childs, Bookcases,	138 38	
	Balance in hands of Treasurer, on account of this Appropriation,	730 49	
			\$8,108 25

BOARD OF EDUCATION.

Dr. THE BOARD OF EDUCATION, in account with THOMAS KINNICUTT, Treasurer—Continued. Cr.

ON ACCOUNT OF APPROPRIATION IN AID OF PUPILS ATTENDING STATE NORMAL SCHOOLS.			
1863.			
Dec. 23,	To this Sum, remitted E. S. Stearns, for Pupils attending Framingham School, ...	\$48 00	By Balance in Treasurer's hands, December 14, 1864, by his account, rendered at that date, for this Appropriation, . . . \$130 00
1864.			
March 3,	E. Otheman, for Bridgewater School, ...	102 00	
" 6,	E. Davis, for Westfield School, ...	322 00	
" 20,	E. S. Stearns, for Framingham School, ...	105 00	
May 31,	M. Conant, for Bridgewater School, ...	87 50	Received of Treasurer of Commonwealth, on account of this Appropriation, . . . 600 00
July 3,	E. Davis, for Westfield School, ...	266 00	
" 24,	E. S. Stearns, for Framingham School, ...	105 00	
Oct. 22,	Ed. Otheman, for Bridgewater School, ...	70 00	Received of Treasurer of Commonwealth, on account of this Appropriation, . . . 1,000 00
Nov. 13,	E. Davis, for Westfield School, ...	449 00	
	Balance in hands of Treasurer, on account of this Appropriation, ...	185 50	
		<u>\$1,730 00</u>	<u>\$1,730 00</u>
ON ACCOUNT OF THE TODD FUND.			
1864.			
Jan. 7,	To paid for Instruction in Music, at Westfield School, ...	\$16 70	By Balance in hands of Treasurer, on account of this Fund, December 14, 1863, as per his account, rendered at that date, . . . \$551 45
Feb. 18,	Chickering & Sons' Bill, for Piano for Framingham School, ...	186 00	
Feb. 31,	Instruction in Music, Westfield, ...	40 00	
March 1,	A. Guyot, Lectures on Geography, ...	200 00	
April 25,	L. Agassiz, Natural Philosophy, ...	160 00	
June 26,	Instruction in Music, Westfield, ...	35 00	
Aug. 23,	H. Krusi, Instruction in Drawing, at Framingham School, ...	50 00	By Amount received of Treasurer of Commonwealth, on account of Income of this Fund, ... 505 28
Sept. 2,	O. Colliater, for Instruction in Music, Framingham, ...	60 00	
Oct. 7,	Instruction in Music, Westfield, ...	40 00	

TREASURER'S REPORT.

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RECAPITULATION.		Cr.
Dr.	To Balance due the Treasurer, on account of Appropriation for support of Normal Schools, as per account above stated, .	\$236 09
	General Balance in hands of Treasurer, at date of rendering this account, Dec. 13, 1854, ...	788 93
		<u>\$1,045 02</u>
	By Balance in hands of Treasurer, on account of Appropriation for erecting Normal School-house at Framingham, ...	\$730 49
	By Balance in hands of Treasurer, on account of Appropriation in aid of Pupils attending State Normal Schools, ...	186 60
	By Balance in hands of Treasurer, on account of the Todd Fund, ...	129 03
		<u>\$1,045 02</u>

E. E. December 13, 1854.
THOS. KINNICUTT, Treasurer.

The above account has been examined, and is found to be correctly cast and properly vouched.

E. DAVIS, }
ISAAC DAVIS, } Auditing Committee.

Boston, December 13, 1854.



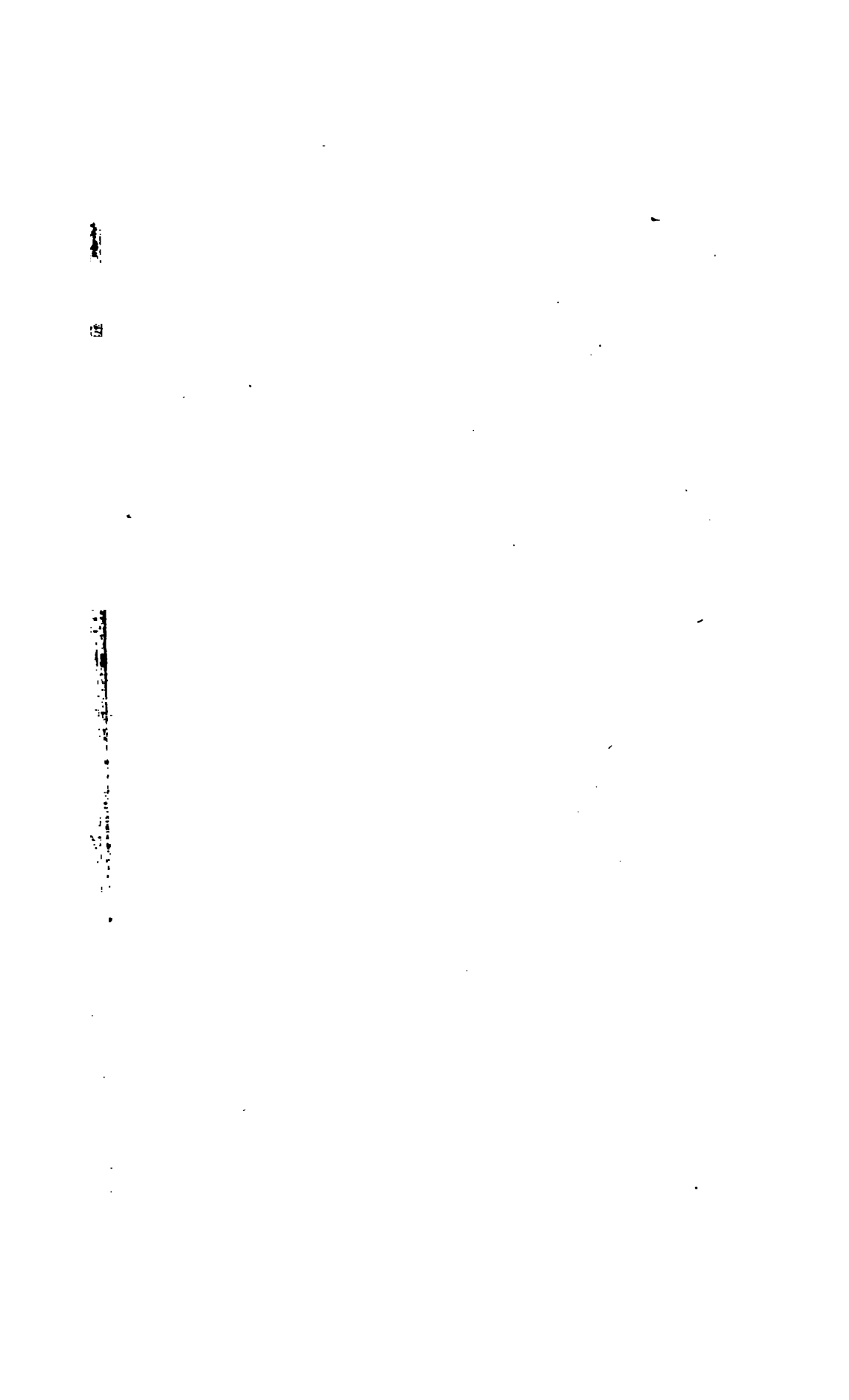
EIGHTEENTH ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.



TO THE BOARD OF EDUCATION.

GENTLEMEN:—

The Annual Report of the current year is the eighteenth of the series, and the sixth submitted by the present secretary. The time which has elapsed since the retirement of my predecessor is sufficiently long to justify a review, and is diversified by a sufficient variety of results to furnish the means of instructive comparison. When a State modifies, from time to time, its system of education, to adapt it to existing circumstances, and to bring it into closer connection with the advancing spirit of the age, it cannot but be useful to inquire, at frequent intervals, into the effect of such modifications, to observe the tendencies of the system as a whole, and to form a conception of the results to which it will ultimately lead.

Among the conclusions which may be drawn from such a survey, the most obvious is that, during this period, a great advance has been made in our means of education. A vast work of preparation had already been performed; the defects of the old mechanical method of conducting the schools had been clearly pointed out; the improvements demanded by the progress of society had been indicated; and incipient measures had been taken, with much forethought and care, to effect the necessary changes. But it required time for these views to gain currency among the people; for the legislation of the State to be modified and conformed to them; and for all the parts of an organized plan of operations to come to maturity.

The period, therefore, of the last six years cannot be contemplated by itself, for it derives its importance from what immediately preceded it. We are, indeed, living in a new era of the history of education in the State; but that era was introduced when a board was created by law, to take in charge the interests of the common schools. It is true that nearly every thing valuable in

our system of education existed, in principle, from the beginning, and that an historical development has been constantly going on ever since, in that sure and quiet way which the laws of Nature prescribe. But, at the time above referred to as forming an epoch, the elements of progress had long been accumulating in society, and only waited for a proper organ, which should combine them, and give them direction to spring forth with fresh energy. So soon as the public mind came to feel the influence of the Board of Education, all those measures were originated which were necessary to give to the public schools the full benefit of modern improvements. During the first twelve years of the existence of the Board, the foundations of what is new in our system of popular education were all laid. During the period which has followed, though not many new measures have been introduced, those that were already introduced have been carried out on a much larger scale. It has been a period of growth, rather than of invention; of the application of principles, rather than of discovery. The theory of education had already been amply discussed. What was now most needed, seemed to be practical improvement, carried into all the towns and districts of the Commonwealth. Among the people, this interval has been one of dispassionate reflection. There has been a careful sifting of the theoretical views and arguments advanced in previous discussions, a close inspection of the operation of different principles and methods, till at length the public mind has settled down upon certain doctrines or maxims, which are now acted upon with singular unanimity.

Until towards the beginning of the period above specified, there were serious differences of opinion, and corresponding diversities of action, on the subject of religious instruction in the schools. Though the views which are now generally entertained on this point did, on the whole, prevail at that time, there were many excellent men of different religious persuasions in all parts of the Commonwealth, who, believing in the absolute necessity of having the foundation of all education laid in religion, and not seeing how this could be done in common, where there were so many different religious sects, were inclined to the opinion that our system of public schools must be abandoned, or, at least, be allowed but a bare existence, and that schools, having a distinctive religious character, should be established independently

f the government. Of these, a part advocated a strictly ecclesiastical system of parochial schools, and a part a freer class of schools, supported and controlled somewhat after the manner of our colleges, academies, and private schools.

Over against these stood an opposite class, who took an entirely different view of education. According to them, the schools had nothing to do with religion. They came necessarily under the care of the State, because a free government could not exist without them; but the government could not give them a religious character, because, according to their theory, it was itself established only for civil purposes, and, having no religious character of its own, could authorize no form of religion for the schools. The zeal of the advocates of this theory went so far, that, in the regulations established by some school committees, even prayer was prohibited in the schools. Time, by giving opportunity for sober reflection and more careful observation, has done much towards correcting both these extreme views. The one class have become satisfied that nothing but public schools, vigorously supported, will prevent an alarming growth of the uneducated classes; that the children of emigrants, now swarming in our cities and manufacturing towns, will, unless brought into our public schools, soon form a dangerous part of our population; and that, while we are separating our children from each other in their education, in order to train them according to our several creeds, the very foundations of society will be rendered insecure, by the fearful amount of brute force that will be accumulating around us, breathing the spirit of riot and misrule.

The other class have come to see that a government cannot long perpetuate itself by means of mere secular education; that the increase of intellectual power, without moral principles to give it a right direction, may be used to forge weapons for the more speedy overthrow of our institutions; that what is most needed in our country, at the present time, is a race of men of thorough-going and unbending integrity, such as can be found only where the law of God has been instilled into the mind as the rule of right; and that a reverence for divine things and for the Supreme Being, breathed by the conscientious teacher into the hearts of the young, especially of those who receive no such lessons at home, is indispensable for the preservation of social order among men.

Considerations of this nature have done much to unite the great bulk of the community on the common ground of a Christian but unsectarian education for all the children of the Commonwealth. It has been found, upon experiment, that religion can be introduced into the schools without polemical theology; that the Christian temper and spirit can be exhibited and inculcated without stirring the bitter waters of strife; and that instruction in religion and religious doctrines can be added to any extent, at home or elsewhere, through some one or more of the numerous provisions which are made for all who desire that instruction. Whatever metaphysical difficulties may encompass the subject in the minds of any, men are pretty well united on the practical question of maintaining our system of free schools as it is, neither surrendering its principle nor relaxing its vigor, and encouraging the conscientious teacher in the use of all proper means necessary to fulfil the provision of the law which requires "the principles of piety" to be taught in the schools. Those who would deprive the teacher of so powerful a means of moral discipline as the Bible, find little sympathy among the descendants of the Pilgrims.

Though the people of Massachusetts were never indifferent to the subject of education, a new and unexampled impulse was given to the public mind, on this subject, by the labors of the first secretary. Still there were, notwithstanding all his exertions, large sections of the State, including more than one half of its entire territory, which remained substantially as they had been for a long time before. They barely paid a decent attention, as was then supposed, to the subject of education. Their school terms were most frequently short; the teachers were generally changed every term; the school-houses were ill constructed, and often in a state of dilapidation; and the quality of the instruction given in them was such as might be expected from persons who generally followed other occupations, but, in certain seasons of the year, could be hired for the pittance usually paid for such service.

In towns of this character, there were here and there individuals who were informed of what was done in other places for education, who read what was published on the subject by the Board of Education and by others, and were persuaded that the influence of such views would be most salutary in those favored

spots where they could meet with a general response from the people; and, perhaps, hoped the day would come when they themselves should share in these benefits. But such individuals were so far in advance of the rest of the community, that, when they made an earnest effort to improve the public schools, they were commonly met with a repulse, which effectually warned them against repeating the attempt. Thus, the most enlightened and ardent friends of education were often alienated in their feelings from the people among whom they lived, and, despairing of the present, waited for a better day to dawn. In the mean time, they abandoned the public schools, which were nearest their hearts, and gave their influence and support to private schools, to which, in principle, they were strongly opposed.

At a later period, some other individuals, whose attention had been drawn to the subject, full of ardor and hope, would endeavor, in their turn, to effect a reform, only to experience, after all their anxiety and toil, a similar defeat. No one knows, if he has not witnessed such scenes, how many fruitless endeavors, what strifes and jealousies, have, in many of our towns, preceded almost every decisive step taken in the improvement of the schools. After repeated individual attempts and failures, concerted action among the friends of education is, perhaps, agreed on; and, in due time, a measure is proposed in town meeting, and is upon the point of being adopted, when up starts a party leader, and gives the signal, with a word or two about the "rights of the people" and "economy," and a vote is immediately taken, with a general shout of "No!" which ends the matter for that year. It is not until ignorance and sophistry are argued completely down, so that no demagogue, with his incantations, can marshal them again with horrid front, that old abuses can be repressed, and that a new and energetic course of action can be introduced, securing to all, to the children of the poor as well as of the rich, the blessings of a good education.

But when the battle has been fairly fought out, and the victory won, the change is irrevocable. Spectres will not make their appearance after the day has once dawned. All that has here been said is matter of veritable history. The early friends of the Massachusetts movement in education have not yet forgotten it. Of these struggles, enough remains in some few parts of the State to render intelligible descriptions given of a previous con-

dition of things, somewhat as certain living animals, in some parts of the world, serve to illustrate the fossil remains of former geological periods. But, in general, a great change has come over the Commonwealth in this respect, which is attributable to a variety of causes. The seed sown at a previous period is producing its harvest now. The ideas which then belonged to the few, are now the property of the many. The smaller number, with the right on their side, have proved stronger, in the end, than the greater number without it. But, after making due allowance for all these and similar considerations, the principal cause, if not of the change itself, at least of the rapidity with which it has been effected, is to be sought in the policy of the Board, in carrying their own views, and those of the Legislature, to the very doors of the people, by the living voice of men appointed specially for the purpose. By their recommendation, legislative provision was made, by means of which the Secretary was aided temporarily by ten individuals, who visited, simultaneously, different parts of the State; and then by two distinguished gentlemen of legislative experience, who went through the State, addressing large assemblies of the people, as interpreters of the legislative will, expounding the great principles of our noble system of education, and inviting the citizens of every town to unite with the government in giving general currency and efficiency to that system. These gentlemen, having accomplished the peculiar service for which they were appointed, were followed by others, appointed for a different purpose, who, in the character of visitors of schools and advisers with school committees, have continued to the present time to render important service, as guides, in the practical details of education. The effect of a plan of operations so carefully laid, and so well executed, has been most gratifying. Watchful observers have not failed to perceive that to it we are mainly indebted for the newly awakened interest and activity manifested in places that were slumbering in indifference and inactivity but a few years ago, and for that general tide of enlightened sentiment on education which is now seen flowing over nearly every portion of the Commonwealth. But few towns remain so far unaffected as not to begin, at least, to participate in the progressive movement. Certainly more has been accomplished during this short period towards bringing the mass of the people throughout the State to a just

appreciation of the inestimable value of a high order of public schools, than the most sanguine dared to hope.

The number of well-qualified teachers in the common district schools, at the commencement of the period under review, was comparatively small. In the cities, and a few of the larger towns, where a sound public sentiment was first formed, and means for commanding the services of men of talents could most easily be provided, were to be found many teachers of ability and skill. And yet, in these places, examples were not wanting of men appointed to these offices, in that earlier period, when teaching in the public schools was looked upon as a menial service; when men of more or less of education, who were deficient in the tact necessary to success in other professions, were regarded as destined to be school-masters. A degree of indulgence was not unfrequently shown to such men, allowing them to retain their places quite as long as the public interests required.

That state of things has now gone by. Our cities have made the office of teacher highly respectable, and even the compensation somewhat adequate. Having gone thus far, they do not hesitate to remove men of inferior qualifications, and to substitute, in their places, men of marked reputation in their profession. The stranger who now visits the public schools in these places finds himself in the society of teachers of various culture, who, beyond the range of their professional knowledge and experience, have an acquaintance with men and with books, which would enable them to grace any of the ordinary stations occupied by men of liberal studies. By some of them, an appointment to a college professorship would be regarded as no promotion. The influence of this standing of the leading men of the profession upon the respectability of the office itself, and upon the whole body of teachers engaged in its duties, can escape the observation of no one. Indeed, few bodies of men appear with more honor before the public than the assembled teachers of the Commonwealth, or the American Institute of Instruction.

In most of the country towns, the operation of these new ideas, in respect to the responsible nature of the teacher's office, was much slower, and the obstacles that prevented their immediate application were much greater. Even if the voice of the people had called for a better class of teachers, and the money for an

adequate remuneration of their services could have been raised by popular vote, they did not exist in sufficient numbers to supply the demand. The Normal schools, though they did all that could be reasonably expected towards supplying the deficiency, could contribute but a small quota, compared with the whole number required. They were themselves passing through a probationary existence. The impatience of the public did not, at first, allow of a careful selection of well-qualified pupils, or of a protracted or even consecutive course of study, so that many necessarily passed from these schools who were but slightly tinctured with their spirit. The only cause of wonder is, that with so little encouragement and support, and so many obstacles to contend with, they yet succeeded so well. In the course of a few years, the successive classes which had emanated from them constituted a body that began to make itself felt. Many of them, although the period during which they received instruction was brief, acquired ideas which afterwards germinated in their minds, and had a vigorous growth. They were soon supported in their influence by new accessions from a class of teachers who had pursued their professional studies under more favorable auspices. Meanwhile, they attracted the attention of school committees, who sought their services, and generally mentioned them with commendation in their reports. All these pupils from the Normal schools, scattered over a wide territory, carried with them a spirit of improvement, which sometimes, indeed, led to a little jealousy, but more frequently to friendly intercourse with other teachers, and resulted in impregnating the minds of the latter with new and important principles in the art of teaching. There is now no part of the State where the teachers, whether they have attended the Normal schools or not, are beyond the sphere of their influence. Not a few, by means of intercourse with graduates from the Normal schools, by reading the best books on education, and by continual efforts to improve in their own practice by the suggestions they may receive, have become well versed in their art, and are valuable auxiliaries to those who lead in the work of introducing improved methods of instruction.

This fact suggests a view of the public utility of Normal schools that is too often overlooked. Men are apt to estimate their importance solely according to the number of teachers educated in them, as compared with the number of those employed

the schools, without such preparation. It is not duly considered that they introduce a new standard of professional excellence, and that the influence of such a standard has a potency which affects the character of every school in the Commonwealth. It may be doubted whether the indirect influence exerted upon the whole body of teachers, in this way, is not even more important to the State at large than the direct influence resulting simply from instructions given by their pupils.

The reformation aimed at by the Normal schools, and thoroughly effected only by them, was extended over a wider surface, though with less permanent benefit, by the Teachers' Institutes. At first, they revealed an astonishing degree of ignorance and incompetency in the teachers of the less favored parts of the State. Before the principles of the art of teaching could be discussed in them with much advantage, a preparatory work of elementary instruction was to be performed. At first, therefore, they had, more or less, the character of itinerant schools, in which, for a period of ten days, instruction was formally given in those branches of study pursued in the common schools. The specimens of instruction given were conformed, in great measure, to that given in the Normal schools; and the lectures delivered often set forth the advantages of the modes of teaching there practised. Thus, the Teachers' Institutes were a reflection of the Normal schools themselves, holding the same relation to them that the periodical press does to books. Many teachers, who never saw a Normal school, caught some little idea of what was accomplished there, and made the best use of it they could; while others were induced, by what they saw and heard, to resort thither, to begin anew the work of preparation for the duties of their calling.

The Teachers' Institutes have undergone such modifications as experience has suggested; but their aim is, and always has been, to disseminate, as widely and as effectually as possible, sound principles in the art of teaching, not only among teachers themselves, but among all who take any part in the advancement of education.

Not bound to any uniform method, except what the nature of the mind and the nature of each subject require, they nevertheless harmonize with the Normal schools in essential principles,

by an affinity such as is natural to independent, but congenial, minds.

The same may be said of a third organ of the Board, the visiting agents, a part of whose duties it is to suggest to teachers, in their own schools, the best manner of instructing classes. With such a comprehensive plan of operations carried on without intermission, in every quarter of the State, all aiming directly at the improvement of the teachers of the public schools, it would be strange, indeed, if we did not observe a more rapid progress than in places where no such means are employed. And yet what has thus far been accomplished is small, compared with what remains to be done. Present appearances, however, justify the belief, that a day has dawned upon the teachers of our public schools, which will pour increasing light for a long time to come, and that what we now enjoy is but the first fruits of a greater harvest yet to be reaped. Happy will our Commonwealth be, if she can ever look upon her children, and see them all under the care of competent teachers, encouraged by her own bounty.

Former reports have made us familiar with the complaints of School Committees, in regard to the embarrassments experienced by them, in attempting to act jointly with Prudential Committees in procuring teachers. The practice to which so much objection has been made, has, nevertheless, until quite recently, been nearly universal. The exceptions were mostly limited to the cities, and a few towns, that had not been districted. The former secretary directed the attention of the people to the evils of this system, but was met with the formidable objection, that to withhold from the Prudential Committees the power to contract with teachers, would deprive the people of their rights; just as if the taxes for the support of schools were levied upon districts, and not upon towns, and as if such a public trust, distributed among numerous irresponsible agents, not one of them holding himself responsible in case of failure, were more likely to be faithfully executed than if given to one competent and responsible committee, appointed by the same power as that by which the money for schools is raised. The subject was not dismissed, but received more and more attention every successive year, till at length a body of detailed and explicit testimony was drawn out from nearly two-thirds of the School Committees of the State,

which, with most people of intelligence, has put the question forever at rest. The consequence is, that, in every successive year from that time, the system has been abandoned by a larger and larger number of towns.

Even where the old system is still retained, it has, in many instances, undergone important modifications in practice. In some towns, the Prudential Committees begin their work by taking the advice of the superintending committee, in respect to the selection of suitable candidates. In other towns, the committees meet, at the same time and place, for the examination of candidates, and act in concert, a measure well adapted to prevent mischief in case of the rejection of any candidate. And in general, Prudential Committees, where they have any concern in the appointment of teachers, have come to entertain a juster sense of the responsibility of their office, and are constrained by the force of public sentiment to exercise more care than they have been wont to do in selecting and presenting candidates for examination. Still the teachers, procured in this way, are generally much inferior to those chosen by the School Committee.

Of the towns which have placed the appointment of teachers entirely in the hands of the superintending committee, a very considerable number have proceeded still further, and dropped the former mode of dividing the schools according to districts, and placed the whole matter of their organization and distribution in the hands of the School Committee. This change has already been made in about sixty towns in the Commonwealth; and the subject is now, more than ever before, engaging the attention of other towns, so that the year to come is likely to show greater results than any preceding year. The perceptible improvement of the schools in those places which have made such a change, is an argument before which nothing can stand, and which is now acting upon the minds of the people at large with silent but resistless power. The clear intelligence, steadiness and sobriety, with which the people are beginning to pursue their object, as contrasted with the adventurous and uncertain efforts in the same direction in former years, is one of the many pleasing indications that the days of turmoil and confusion, in settling great questions of school policy, are passing away, and that a wise regard for the interests of posterity is becoming more and more controlling in the management of this branch of our public in-

terests. It is hardly too much to say, that, under the guidance of such lofty sentiments, all the towns of the State will, within a short period, be found adopting that policy in the management of their public schools which experience shows to be best.

The example thus far set by Massachusetts has been followed by several other States, one of which has gone even further, and abolished by law all its districts; just as another, taking advantage of the proposition made in our Legislature for dividing the school committees into three parts, and appointing each part successively for a period of three years, has actually anticipated us in adopting the measure.

The gradual abandonment of the district system, as here stated, results, in no small degree, from its connection with another measure, which has been regarded by the people with great favor, namely, the gradation of the schools. The districts are known to stand directly in the way of this improvement, and are receiving judgment accordingly.

It is not until somewhat recently that a subject so important, so fundamental, as that of establishing schools of different grades for pupils of different ages, has received much consideration from those who alone have the power to make the change. Distinguished men had written on the subject, and those who had studied the philosophy of education were generally agreed in respect to it. But it was known chiefly as a theory, passing in only a few instances, except in cities, from the closet to the school room. By degrees, the results of these few experiments became known. Measures were taken to communicate them to the people, the majority of whom were still without any definite information on the subject. From this time, a course of action commenced in those towns which were favorably situated for trying the experiment, and has been followed up with increasing vigor ever since. Wherever a dense population has been found, as in the numerous villages in many of our country towns, the attempt has been made to divide the younger pupils from the older, and to place them in separate schools. If the existence of school districts has, in many instances, prevented entire success, the principle is, nevertheless, fully established; and there is now no longer doubt which of the two must yield—the districts, or graded schools. If a large and compact school district should, in any extreme case, instead of availing itself of the advantages of

to position, be so blind to its own interests as to make a subdivision into two or more districts, it would be generally regarded as thereby fixing a blot upon its character for intelligence and public spirit.

What particularly distinguishes the present state of education amongst us, from that of former times, is the existence of so many free High Schools. Until quite recently, such schools were found only in a few large towns. The idea of a free education did not generally extend beyond that given in the common district school. All higher education was supposed to be a privilege which each individual should purchase at his own expense. For this class of persons, academies were founded by different bodies of men, to which the State sometimes made liberal donations. For want of good public schools, numerous select schools were opened by individuals, and crowded with pupils, which, at the present time, could not be sustained. It is true, a law existed, requiring towns of 4,000 inhabitants, or 500 families, to maintain what are now termed Latin and English high schools. But how many such actually existed in the year 1848? Scarcely more than a dozen in all. When the rapid increase of our population brought many other towns within the conditions of the law, that rendered the maintenance of a high school obligatory upon them, objections were urged against the law itself, and strong efforts were made to induce the Legislature to repeal it. It appeared, in the course of time, that much of the opposition came from persons who were interested in academies or private schools, and who were very naturally in favor of the former policy of bestowing State patronage upon such institutions. There were also petitions for the repeal of the law from a few towns whose territorial extent, or peculiar form, rendered it impossible to have a high school in any one point that should be conveniently accessible to all. But the great idea of providing by law for the education of the people in a higher grade of public schools prevailed; and the Legislature decided, at successive trials, not only to retain the law requiring the support of high schools, but to appropriate no more of the public lands, or of the proceeds of the school fund, for the support of schools that were not free to all. The State proceeded deliberately and firmly to bring that higher education, which is intermediate between the district school and the college, more under the control of law, and not to exempt any

town, having the requisite population, from the obligation to maintain a high school. It even went further, and authorized smaller towns to levy a tax for the maintenance of this class of schools. Meanwhile, the reasonable objections made to the law, by towns of peculiar form or extent, were duly regarded, and modifications were introduced to relieve them from their embarrassment, so far as the interests of education would allow. Since that time, all opposition has ceased, and the law has been allowed to go into effect. The results have been most happy. High schools have sprung up rapidly in all parts of the Commonwealth, within the last six years, making the number about eighty.

Nor is that which is gained in the wider distribution of the privileges of a higher education counterpoised by any deterioration of its quality. We have the testimony of gentlemen connected with the colleges, that from the time they began to receive students from these recently established high schools, the classes coming under their care have been actually improved; that the young men brought forward in these schools have generally manifested superior energy of mind and of will; and that even in those cases where their knowledge of Latin and Greek was found less accurate than that of other students, the reverse of which was generally true, they still possessed a greater amount of general knowledge and various culture, and constituted, on the whole, a better class of students.

The effect of this order of schools, in developing the intellect of the Commonwealth, in opening channels of free communication between all the more flourishing towns of the State, and the colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among the people; make young men of superior minds conscious of their powers; bring those, who are by nature destined to public service, to institutions suited to foster their talents; give a new impulse to the colleges, not only by swelling the number of their students, but by raising the standard of excellence in them; and, finally, give to the public, with all the advantages of education, men who otherwise might have remained in obscurity, or have acted their part, struggling with embarrassments and difficulties.

Another effect of this liberal policy, in regard to the public schools, is, that it gives the schools themselves a place in the esti-

of the people which they never held before. We need back many years to find a prejudice against the public, and in favor of academies and private schools. They were regarded as more respectable; and many families gave their money, and sent their children to them, as being desirable for a more select class. Now the case is reversed. There are better schools in the Commonwealth than some of our high schools, and to these families of the highest character prefer to send their children. This makes our schools common in the best sense of the word, common to all classes, and gives us for a truly republican feeling, public sanctuaries, where the children of the Commonwealth fraternally meet, and where the spirit of caste and of party can find no admittance.

Now passing from the topic of high schools, one more point is to be noticed. The colleges are the natural outlet of high schools; and as the State had no free colleges, it created scholarships with the double purpose of answering this end, and educating, at the same time, a superior class of young men for the office of teacher in the high schools. The law giving such scholarships went into effect during the past year—a measure admirably adapted to infuse new life into our system of education, and to connect the public schools closely with the colleges, and the colleges more closely with the State.

One of the most tangible evidences of progress is found in the fact that the public schools have been sustained with increased liberality. As the sums appropriated for their support are derived from voluntary taxation, and as, in most cases, they much exceed the amount required by law, they conclusively show the estimation in which the people hold the common school system. The amount raised by tax, for the support of schools, the past year was larger than in any former year by nearly \$50,000, notwithstanding there had been a similar increase the year previous. The aggregate amount of all that was raised by tax in the cities and towns of the Commonwealth, for the school year 1853-4, was \$963,631, which was an increase of \$53,415 above the previous year. The aggregate for 1852-3 was \$910,212—an increase of \$43,419 in one year, and of \$103,256 in three years.

The amount raised by tax for the school year 1843-4 was

only \$518,470, making an increase of \$465,002, or 85 per cent in ten years, nearly twice as much as the increase of the years previous to the last six, or that of the first nine years. Returns were required to be made to the Board of Education

The sum raised by tax for 1843-4 was an average to each person of the whole population, according to the census of 1840, of 74 cents; while the sum raised for 1853-4 was an average to each person of the population, according to the census of 1850, of \$1.02, an advance of 28 cents to every individual in the State, whether child or adult. This last comparison could not be for a period less than ten years, on account of its relations to the census; nor could it be extended to the number of children between the ages of five and fifteen, because there has been a change in respect to the age of children, for whom money is drawn from the income of the school fund.

Returns have been made this year of the amount expended in 1853, in erecting and repairing school-houses, or in providing school-rooms; also of the estimated value of school-houses. The results obtained are given below by counties:—

<i>Counties.</i>	<i>Amount expended in 1853.</i>	<i>Value of School-houses</i>
Suffolk,	\$98,100 51	\$1,417,550 00
Essex,	26,461 70	462,074 00
Middlesex,	74,920 06	867,490 10
Worcester,	55,898 34	494,842 00
Hampshire,	1,870 30	77,750 00
Hampden,	11,556 50	142,405 00
Franklin,	7,117 50	69,900 00
Berkshire,	7,406 00	88,565 37
Norfolk,	37,290 48	401,740 00
Bristol,	32,547 00	263,784 50
Plymouth,	30,634 03	167,921 29
Barnstable,	16,601 31	99,335 00
Dukes,	1,110 00	12,800 00
Nantucket,	1,096 10	10,300 00
	\$402,609 90	\$4,576,457 26

This shows an amount expended for school-houses, in 1853, more than double the estimated amount for the year 1848 (\$197,787,) and an amount of property in school-houses previously built nearly double that for 1848, (\$2,552,213.)

The amount of money expended in the State for the erection of school-houses, since 1848, is approximately ascertained to be about \$2,030,000.

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The foregoing aggregate does not include the cost of buildings used by academies and private schools, nor those used by the State Normal Schools and the State Reform School, which must be very large, though of the former class we have no accurate account, or even estimates.

The object of the preceding returns and estimates is to obtain the nearest practicable approximation to the true amount which is paid annually in the Commonwealth to sustain popular education, exclusive of that given in collegiate institutions and professional schools. But besides the cost of providing teachers, school-houses and edifices for the schools, there are other items of expense to be taken into account, as the cost of school-books, apparatus, and supervision of schools, &c. The account, then, according to the best data within our knowledge, stands thus:—

Sum raised by tax in the several cities and towns, ...	\$1,013,472 00
Voluntary contributions, ...	38,061 00
Income of Local Funds appropriated for schools, ...	42,805 00
Income of State School Fund distributed to towns and cities, ...	46,908 00
Amount paid for tuition in academies and private schools, ...	329,612 00
Annual expenditure for erecting, repairing and furnishing school-houses, ...	402,609 00
Interest of money vested in school-houses used by the public schools, ...	274,587 00
Estimated interest of money vested in school-houses used by other schools, for which no rent is paid, not less than	12,000 00
Estimated annual cost of school-books used in the public schools, at the rate of 25 cents for each pupil, ...	50,000 00
Estimated annual cost of the supervision of the public schools, and of the apparatus and furniture used in them, not less than	18,500 00
Estimated annual cost of books used in private schools, not less than	25,000 00
Expenses of the Normal schools, of the Board of Education, its officers and agents, of Teachers' Institutes, about	30,000 00
Total annual expenditure, ...	\$2,283,554 00

Large as is the above aggregate, it is probably too low, rather than too high.

The number of public schools in the Commonwealth, for the school year 1848-9, was 3,749; that of male teachers, 2,426; that of female teachers, 5,737; and the average wages of male teachers was \$34.02 per month; and that of female teachers, \$14.19. In 1853-4, the number of public schools was 4,163; that of male teachers, 2,214; that of female teachers, 7,063; and the average wages of male teachers, \$37.76 per month; and that

of female teachers, \$15.88. This shows an increase of 414 in the number of schools in six years; a decrease of 212 in the number of male teachers; an increase of 1,326 female teachers and an increase of \$3.74 per month, in the wages of male teachers, and of \$1.67 in the wages of female teachers. Every item is an indication of progress; but the most remarkable circumstance is, that, while the number of schools has increased, and that of teachers still more, the addition to the latter is exclusively of females, while the number of male teachers is actually diminished. As the number of teachers has increased proportionably more than the number of schools, it follows that a greater number of teachers are employed in the same schools than formerly. If we consider that, where large schools have not been divided, assistant teachers, mostly females, have been introduced to take charge of a limited number of pupils, and that the great majority of other female teachers are in the primary schools, and that, notwithstanding all this, the average amount of their wages has increased, the result cannot appear otherwise than highly favorable. The wages of those female teachers who are in the higher schools have increased in a vastly greater proportion.

The ratio of the average attendance to the whole number of pupils in the public schools is represented in the following table:

Year.	Mean average attendance.	Whole No. of pupils.	Ratio of the former to the latter, expressed in decimals.
1848-9	134,734	182,685	.73+
1849-50	139,212	185,373	.75+
1850-1	142,493	189,963	.75+
1851-2	144,477	192,467	.75+
1852-3	148,099	194,551	.76+
1853-4	147,751	193,037	.77—

The number of pupils under five years of age in 1848-9, when the census was first taken after the new form, was 17,782; in 1853-4, it was 16,093; showing a diminution of 1,685, which is certainly progress in the right direction, if the public schools are not to be made nurseries. The number of pupils over fifteen years of age, in 1848-9, was 18,028; while in 1853-4 it was 21,609, making an increase of 3,581; clearly showing the high estimation in which the public schools are held for advanced pupils.

In 1848-9, the number of pupils in academies and private

ols reported was 36,447, while in 1853-4 it was but 21,464—
 minution of 14,983. It must not, however, be supposed that
 number of pupils in academies and private schools is so
 deducted from the attendance on the public schools; for
 considerable proportion of the former come from other
 s, there being, in some instances, more than a hundred such
 gle schools.

1847-8 there were 77 towns and cities that raised by tax
) or more for every child between the ages of four and six-
 years; in 1848-9 there were 89 towns and cities that did the
 . In 1849-50 there were 162 that raised that sum, or more,
 h is twice the amount required by law, as a condition of
 ving a share of the income of the school fund,) for every
 between the ages of five and fifteen years; in 1850-51 there
 173; in 1851-2 there were 180; in 1852-3 there were 209;
 in 1853-4 there were 225, or more than two-thirds of the
 s and cities of the State. This shows an increase of 12
 towns and cities the first year; of 73 the second year,
 the basis of calculation was changed, as indicated above;
 for the remaining four years respectively, 11, 7, 29, and 16.
 The appropriations made by the State Legislature for the
 aragement of education, during the same period, have kept
 with the liberality of the cities and towns. The amount
 appropriated for the support of the State Normal Schools, in 1848,
 \$6,000; now it is \$12,000; the amount authorized to be ex-
 ed for Teachers' Institutes was \$2,500; now it is \$4,250;
 salary of the secretary was \$1,500, the sum of \$500 being
 d by private munificence; that additional sum has since
 assumed by the State. Assistance was rendered to the sec-
 y, by services performed in the office of the Secretary of State,
 fice having been provided for the Secretary of the Board;
 there is a State department of education, with an office in
 State-house, and a clerk, (who is also assistant librarian,) and
 agents of the Board. The school fund was limited to one
 on of dollars; now the limit is placed at two millions. It
 been actually raised to \$1,500,000 by the transfer of funds,
 eas it amounted to but \$848,267.09 at the end of the year
 . The Legislature has furthermore supplied every town in
 Commonwealth with a copy of Barnard's School Architect-
 authorized the Secretary of the Board to furnish each dis-

strict and other public school in the Commonwealth, except primary schools, with a copy of Webster's Unabridged Quarto Dictionary, or Worcester's Octavo Dictionary, at the option of the School Committee of each town, at an expense of nearly \$13,000; appropriated \$1,000 annually for each Normal School, in aid of attendants who need such assistance; and \$300 annually, for five years, to the Massachusetts Teachers' Association; besides establishing forty-eight State Scholarships in the colleges of the State.

Teachers' Institutes were first held in the State, under direction of the Secretary of the Board of Education, in 1845. The State, however, as such, did nothing for the support of them. The same individual, whose private bounty was so often bestowed for the promotion of common school education, placed \$1,000 at the disposal of the secretary, which was applied by him to pay the expenses of board for persons who attended the Institutes. Four were held this year. In 1846, provision was made by the State for holding Institutes, the appropriation being limited to \$2,500 annually, and the expense of each Institute to \$200. Six are known to have been held during this year, four in 1847, and five in 1848. It is mentioned in the Report of the Board, for the year 1846, that a praiseworthy liberality was shown by the citizens of Lee, in furnishing board to teachers attending the Institute for one dollar per week. That spirit of liberality steadily increased, so that in 1848, in some instances certainly, the board of female teachers was furnished gratuitously by the citizens. At present, it is the uniform practice to furnish it gratuitously to all members, both male and female. The number in attendance at those early Institutes is not accurately known. It would seem, however, from some facts, that they usually varied, after the first year, from fifty to about one hundred and ten. In 1849, 6 were held, numbering in all 455 members, or an average attendance of 76 for each Institute; in 1850 there were 12, with 1,750 members, and an average attendance of 146; in 1851 there were also 12, with 1,435 members, and an average attendance of 120; in 1852, 15, with 2,445 members, and an average attendance of 163; in 1853 there were 12, with 1,492 members, and an average attendance of 124; in 1854 there have been 13, with 1,555 members, and an average attendance of 119. Two years ago, it was found that the attendance was so large that small towns could not well accommodate them; and, that

they might not be deprived of the benefit of the Institutes, the number has been reduced, as has been seen above.*

If, instead of comparing our system of education with what it has been, we were to compare it with what it should be, it would appear that, with all our progress, so far from being sufficiently advanced, we are hardly mid-way in our career of improvement. It would be unjust to ourselves, if, after drawing all the flattering conclusions we may from a view of the past, we should stop short of those which point out deficiencies to be remedied in the future. If the one class of considerations addresses us in the language of encouragement, the other utters a voice of solemn warning. The increase of our population, by a constant stream of emigration from Europe, renders it necessary for many towns and cities to make the most strenuous efforts to provide additional schools for the children of foreign parentage. There is reason to believe that such towns and cities make all the provision necessary to accommodate the pupils of this class who come to their schools. But a difficulty is sometimes experienced in the attempt to bring them all into the public schools. There is a disproportion between the increase of the number of children in the Commonwealth, between the ages of five and fifteen, and the increase of the number of children who attend the public schools. If we compare the attendance in the winter, which is larger than that in the summer, with the number of children between the ages of five and fifteen, for the last five years, which

* The towns and cities in which Teachers' Institutes have been held are the following, so far as has been ascertained, there being no record of those held in 1846-8, viz.: in 1846, Pittsfield, Fitchburg, Bridgewater and Chatham; in 1846, New Salem, Grafton, Lee, Andover, Harwich and Taunton; in 1847, Quincy, Concord, Charlestown and Great Barrington; in 1848, Edgartown, Athol, Adams, Springfield and Sunderland; in 1849, Barnstable, (Hyannis,) Attleborough, Hubbardston, Greenfield, Groton and Sandwich; in 1850, Sterling, Medway, Brewster, Plymouth, Framingham, Pepperell, Lenox, Fitchburg, Milford, Hadley, Falmouth and Monson; in 1851, Royalston, Pittsfield, Lawrence, Ware, Blackstone, Attleborough, Petersham, Newton, Stoughton, Southbridge, Northborough and Barnstable; in 1852, Westminster, Woburn, Sheffield, Deerfield, Wrentham, Holliston, North Brookfield, Fall River, Amherst, Chicopee, Worcester, Lowell, Cambridge, Roxbury, Boston and Charlestown; in 1853, Lunenburg, Oxford, Templeton, Middleborough, Haverhill, Uxbridge, Millbury, Conway, Orleans, Malden, New Bedford and Nantucket; in 1854, Salem, Pittsfield, Newburyport, Hopkinton, Worcester, Lancaster, Athol, Mansfield, Lee, Barre, Randolph, Franklin and Roxbury; ninety in all.

is as far back as this new form of the census extends, they will stand as follows, viz. :—

<i>Year.</i>	<i>Attendance.</i>	<i>Children between five and fifteen.</i>
1849-50	194,403	193,232
1850-1	199,429	196,536
1851-2	199,183	202,880
1852-3	202,081	204,705
1853-4	199,447	206,625

—making the former greater, by 1,171, at the beginning of the period, and less, by 7,178, at the end. This difference cannot be owing to the number of children who attend private schools, for that number has been constantly diminishing.

It is probably not disconnected with the efforts that have been made of late, by those who profess no sympathy with our system of public instruction, to embarrass its friends, because they will not consent to exclude the Bible from the schools. But when it is seen that the object aimed at in all these movements—namely, the establishment of sectarian schools under the patronage of the State—is entirely discarded by the people, this opposition, it is hoped, will cease, and the children that have been withdrawn from the schools will return to acquire that education, and those habits and tastes, which alone can fit them to be good citizens of this free republic.

The supervision of schools is a subject which must sooner or later engage the attention of the Legislature. While the duties of School Committees have, for many years, been growing both more arduous and more numerous, little has been done for their relief, either by authorizing them to devolve upon one of their number the chief responsibility, or by the appointment of superintendents. One of the most ruinous practices, and one of the most common, is the change of the School Committees almost every year.

Some means, it is to be hoped, will be devised, to check the progress of an evil which so infuses itself into the life-blood of the schools. It is like breaking the chain of electric influence, just after leaving the battery, and commencing its circle. The power of effecting great good is surrendered at the very moment when it is at its maximum. If the School Committee could be divided into two or three portions, each of which should be successively chosen for a longer period than one year, there would

an overlapping of one part upon the other, which would give continuity, and supply the means of transmitting from year to year whatever of excellence has once been introduced by the diligent toils of wise and skilful men. In the incessant changes which follow each other in some of the towns, it frequently happens that persons are put into the office who have no particular knowledge of the school laws, who have never studied our improved system of education, and who know little, perhaps nothing, of the present condition and wants of the schools placed under their charge. Even if they have all the necessary ability and energy to inform themselves on these subjects, by the time they have done so they will probably retire, and give place to others. But it very often happens that men are appointed to this office without any particular reference to their qualifications. The political or religious party to which one belongs, or one's social relations, are frequently primary considerations in the nomination of candidates. Sometimes, as a matter of compromise, all the clergy are chosen, whether fit or unfit for the office; sometimes they are all proscribed. It has been credibly stated, that one person has been appointed during the past year who can neither read nor write. Even where the best men for the office are elected, the duties devolved upon them are so onerous, and require such an amount of time, that the faithful discharge of them is hardly compatible with the other engrossing engagements which such men are generally sure to have. To this, many School Committees have given testimony in their official reports.

Meanwhile, the superintendence of the schools is growing more and more difficult. The introduction of schools of a higher grade renders the arrangement of the courses of study a much more delicate and laborious task. The visitation of these schools, if performed with becoming skill and care, is no trifling undertaking. In proportion to the high character of the schools, is the importance of finding and employing the best teachers. To do this successfully, requires not only a knowledge of the art of teaching, but an extensive acquaintance with teachers. A vigilant eye is to be kept upon school-books, in order to make a judicious selection; upon the tactics of book agents, who generally outwit committees, and, either with or without their consent, crowd their ware into the schools; upon the morals of the schools,

which are sometimes in great danger of being corrupted through vile prints and books, without the knowledge either of teacher or parents. If one were called upon to name the weakest point in our system of education, as it now operates, he would not hesitate to say, it is in the supervision of the schools. And yet nothing can be more important. The visiting agents go into the schools of one town, and find every convenience in the houses; neatness and order among the pupils; skilful teaching, refined manners, and good morals; and in those of another near by it they find slovenliness, disorder, coarseness, vulgarity, and marks of obscenity on the very walls of the buildings. If the same committee who superintend the schools in the one case were to be put in charge of them in the other, they would soon change the whole face of things. Strange that so many towns, after having made liberal appropriations for schools, should allow the end they have in view to be defeated for want of supervision. And yet so it is, and so it will continue to be, till some further provision is made for securing the better execution of this important trust.

The law prescribing the duties of School Committees, in the examination of teachers, is ill adapted to the present state of things. It evidently contemplates mainly teachers of the district schools, who change their places almost with every term. Many teachers at the present day are employed in annual schools for several successive years. The law is understood to require that these be examined anew every year. There are not only incongruities, but often serious evils, growing out of the practice of committees under this law. Not a few teachers in the grammar schools and in the high schools, who have continued without change for many years in the same school, have been obliged to appear frequently for examination before their former pupils, who had grown to be men, and been placed on the School Committee. The ludicrousness of the transaction is not its worst feature. The examination, which, when made, is a farce, is frequently wholly omitted. Indeed, the examinations of such teachers is generally so conducted as to bring the law itself into discredit, and to defeat its main object. It is important that teachers be once thoroughly examined, and that the examination be repeated at suitable periods afterwards. Otherwise, teachers may be retained long after they have ceased to keep up with the progress of the times.

Nothing could be more unjust or more foreign to our purpose than to speak disparagingly of the School Committees as a body. It is to them that we are to look for some of the most intelligent, as well as most faithful and laborious, friends of the common schools. Still there is great danger that many of them will make too light a matter of the examination of teachers. With some it is but little more than a mere form. Especially is this the case with many new committees, who are not conversant with such matters, who are even surprised at their own appointment, and yet feel obliged, from peculiar circumstances, to serve in this capacity as well as they can.

It is an unwelcome duty to add, that such sad mistakes are sometimes made in the choice of School Committees that it is really quite too humiliating for an accomplished teacher to appear before them for examination. Whether from a want of judgment, or from incapacity, or from an overweening love of exercising authority, they sometimes proceed most singularly in examining teachers. The standards by which persons of this class judge of a teacher's qualifications are as various as the phases of the moon. In some cases, a series of puzzles is brought forward, as if for the express purpose of embarrassing a teacher. In others, the most frivolous and irrelevant questions are proposed. Applicants for primary schools have been examined in Latin and the higher mathematics. One may have a crotchet in his head about grammar, which is taught in none of the schools, and which a candidate must know, or seem to adopt, in order to procure a certificate of approbation. If a record were kept of all the oddities that are exhibited in the questions of some few of the rarer specimens of examiners, it would make an amusing chapter, equalled, it must be confessed, only by the answers which are sometimes given by the other party.

In the foregoing statement, so much of the business of the department during the past year has been anticipated that little remains to be added. The services of the agents of the Board have been highly satisfactory. Within the last year, Mr. Leach has travelled in the State more than fourteen thousand miles, and visited nearly five hundred schools, spending from one to five hours in each, in pointing out defective modes of instruction, and in illustrating those that are most approved. Great demand upon his time has been made by School Committees and by

committees appointed to erect school-houses. The information and advice sought of the agents by the former are increasing every year, just in proportion as the work of superintending the schools is becoming more momentous. The amount of money annually expended in erecting school-houses is so great as to render it highly important that those costly structures embrace all the modern improvements in school architecture, both in regard to convenience and style. More than thirty such have during the year been built, either wholly or in part, after plans suggested by Mr. Leach. Since the commencement of his agency, he has visited every town in the Commonwealth but eight, and more than half of these two or three times. A more particular account of his labors is deemed unnecessary at this time, since it would not vary materially from that given at length last year.

Mr. Richard Edwards, Jr., was employed as agent the greater part of the year. In his report he says:—

“I entered upon the duties of that office on the 14th November, 1853. On the 1st September, 1854, I was detailed to act as Principal, for the time being, of the Normal School in the city of Salem.

“It was thought best, at the beginning of my work, that, for a short time, I should accompany Mr. Leach in some of his visits, for the purpose of acquiring some practical knowledge of the details of our common employment that might be of use to me afterwards. Accordingly, I spent about one week in visiting the schools in Dorchester with that gentleman, very much to my own profit.

“My time has been mostly spent in the counties of Essex and Plymouth, in portions of Norfolk, Middlesex and Worcester, and in the southern part of Berkshire. During the nine and a half months of my service as agent, I visited 245 schools in 71 different towns; addressed 31 educational meetings, including five meetings of County Associations of Teachers, two town meetings, one school exhibition, the dedication of one school-house, and one Fourth of July school celebration, and attended as one of the instructors at three of the State Institutes. Several of the towns which I visited had received no attention from the Board for several years, and in some towns it was represented

to me that no agent had ever been seen within their borders. But, owing to the frequent change of school officers in the towns, their impressions on these points are not always accurate.

"Of course many serious deficiencies are found to exist in many of the schools. Modes of teaching are employed entirely unfit for the purpose intended; and it is very seldom that the wants of the pupil's mind are at all regarded, or even known. In many schools the evil exists of allowing the pupil to recite from memory only, leaving the other mental faculties with little or no culture. But in very many of the country schools there is a worse evil,—a lower deep of unjust dealing with mind. For when the lesson of the book is thoroughly learned, the mind must derive some benefit from the exercise; but where the recitation is a mere form,—where the pupil makes a pretence of having learned the words of the book, and of reciting them,—when, in fact, he has learned nothing, and can recite nothing, in such a case, it seems to me, the benefit derived from the lesson is exceedingly slight, and the injury done, by inducing bad mental habits, is of the gravest character. And such is the teaching in some of the schools. But little interest in the school is exhibited, perhaps, on the part of the community. Children are allowed to be absent or tardy for very trifling reasons. None, or, if any, very few, seem to appreciate the importance of having a good and thorough school. If, therefore, a sound discipline, either of the mind, or in respect to deportment, is to be secured, it must be done by the personal influence and efforts of the teacher. But in such places, many persons employed as teachers have not sufficient strength of character to be able, of themselves, to infuse into the slothful and indifferent a healthy vigor and a productive activity, or to restrain the wayward and headstrong within the bounds of propriety. And even where the teacher might, with time and a proper effort, effect an improvement, it happens, not unfrequently, that either on account of his being so frequently changed he has not time, or, on account of the difficulty of the task, no inclination, to make the attempt. In view of these facts, I considered it my duty, whenever I could get the ear of the parents and voters in such a community, to discuss freely the topics here touched upon. And in such discussions, modes of teaching were often dwelt upon at considerable length, partly because it is frequently the case that any change in the

modes of instruction, introduced by a teacher, is looked upon with great jealousy by the parents of his pupils, and partly because the subject appeared to interest most audiences. The graduation of schools, the evils resulting from dividing towns into districts for school purposes, were also the themes of many evening addresses.

"Some of the subjects studied in our common schools are much better taught than others. There is no doubt that a difference should be made in the amount of time and attention bestowed upon the different studies. But an arbitrary inversion seems to have been introduced into most of the schools, by which those subjects which are most important are most neglected and the time mainly devoted to those sciences which ought to receive the least attention. Arithmetic is studied year after year, and the recitations in it are made the test-work of the school, while the selection for reading is not considered worthy of being *studied* at all, and the pupils are only called up occasionally to perform upon it. And even in this performance, in most cases, the mere calling of the words is all that is aimed at; while the thoughts and feelings which the writer of that which is read wished to express by the words, are not examined, nor even alluded to. The result is, that the reading exercise does not reach the intellect or heart of the pupil, and he grows up totally ignorant of a multitude of things which he might have learned from his reading lessons, and without being strengthened by the discipline they were so admirably adapted to give him. For these and other reasons, I felt justified in devoting to this subject rather more time than to any other; nor do I remember a single instance of a teacher who failed to see the need of giving greater attention to it than is usually given.

"When visiting a school, it was my custom to ascertain, if possible, the most prominent defects in the teaching or discipline, and then to suggest, as well as I could, such improvements as seemed to me desirable and practicable; and it gives me great pleasure to say that in nearly every instance the teachers received my suggestions kindly and gratefully. So far as I can judge from my intercourse with committees and teachers, there appears to be an almost universal desire for a higher order of instruction, and a readiness to adopt any new measure that promises greater efficiency in the schools. And the supervision

sed over the schools by the Board, through its agents, is ably adapted to awaken and foster this desire for improve-

For every man in every employment is stimulated to on by the knowledge that his work is to be compared, by competent authority, with that of others in the same eminent. And hence it will be seen that, aside from the good nplished by the agent through his own efforts, a strong and cial influence is by this plan exerted over the schools of ommonwealth.

ut I was strongly impressed with the need of employing a number of persons in this capacity, and of confining each maller extent of territory than he is now required to pass

In many cases, a second or third visit to the same school, ler to see how the suggestions made at the first visit are d out, thus enabling the visitor to prevent mistakes and plications on the part of the teacher, would increase the ts derived from the agent's labors in a much more rapid than it would increase the expense. For important prac-ruths cannot always be so clearly expressed in words as to e the hearer to see how they are to be applied in detail. even supposing the expression to be faultless, the probability y great that, among four thousand teachers, a large number, from want of attention, or from habitual inexactness in mental operations, will fail to make the proper application. his defect, our educational system, in its developed state, ountless furnish a remedy.

have dwelt mainly upon the unfavorable aspects of our ls, because it seemed proper that these should receive more ion than the excellences of the system."

en Mr. Edwards was requested to take charge, temporarily, : Normal School at Salem, it became necessary to procure er person to occupy the place vacated by him. The Board l themselves as peculiarly fortunate in being able to engage ir service Professor Alpheus Crosby, a gentleman of high y standing, and well known to the public both as a teacher s a man of experience and skill in the supervision of schools. g about three months of the year he is employed as instruct- the Teachers' Institutes. His services as agent commenced

September 1, 1854. The following paragraphs are selected from his report:—

“During six weeks, I was constantly engaged in attendance upon Teachers’ Institutes, in the course of which I gave sixty-five lectures. During the rest of my time, a considerable share of my attention has been given to the State Normal Schools. I have taken part in the examinations of candidates for admission to the schools at Framingham, Salem, and Bridgewater, and have, besides, spent several days in these schools. To the school at Westfield I have made only a short visit, on which occasion I delivered a lecture to the members of the school. I have also spent four days in a visit to Providence, R. I., for the purpose of observing the State Normal School recently established there, of examining the school system of that city, and of conferring with my predecessors in the two departments of instruction assigned to me in the Institutes.

“Of the city and town schools in the Commonwealth, those of Newburyport, Worcester, Salem and Framingham, have received most largely my attention. I have attended, by special request, the examination of the High School in Woburn, and the dedication of a new and beautiful High School building in Wayland, making addresses upon both occasions, and have also visited schools in Bridgewater and Barre.”

The work performed by the two visiting agents is substantially the same, Mr. Crosby acting in those towns which are north of the range lying on the Worcester and Western Railroad, except those which are beyond the valley of the Connecticut; and Mr. Leach, the towns in the southern part of the State, and those in Berkshire county. The former, however, delivers public addresses, when desired, in any part of the State; while the latter, if occasion requires, visits committees in all parts of the State, for the purpose of advising in respect to plans of school-houses. An arrangement is also made between them, by which each may, whenever for personal or other considerations it is requested, pass into the district assigned to the other.

The number of dictionaries furnished to the Public Schools at the expense of the Commonwealth, during the year ending

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r 31, 1854, according to the Resolves of May 2, 1850, er's, 30 copies; Worcester's, 0 copies; at a cost of \$120. sole number of copies furnished since the Resolves took Webster's Dictionary, 3,162; Worcester's Dictionary, the total expense to the Commonwealth, to January : \$12,872.

of Statistics relating to the Public Schools of the Commonwealth for the past year.

of towns in the Commonwealth, . . .	328
of towns that have made returns, . . .	326
of towns that made no returns, . . .	2
of Public Schools in the State, . . .	4,163
of Public Schools for the year, . . .	50
of persons in the State between five and years of age, ...	206,625
of persons between five and fifteen years of	1,920
of scholars, of all ages, in all the Public : in summer, ...	186,628
for the year, of attendance in summer, . . .	394
of scholars, of all ages, in all the Public : in winter, ...	199,447
for the year, of attendance in winter, . . .	2,640
attendance in all the Public Schools in r, ...	141,226
for the year, ...	744
attendance in all the Public Schools in	154,277
for the year, ...	1,439
he mean average attendance upon the Pub- ools, to the whole number of children be- ive and fifteen, expressed in decimals, . . .	.72
of children under five attending Public :	16,093
for the year, ...	1,421
of persons over fifteen attending Public :	21,609
for the year, ...	753

Number of teachers in summer—males, 374; females 4,172; total, ...	4,546
Increase for the year of females, 47; decrease of males, 18; total increase, ...	29
Number of teachers in winter—males, 1,840; females, 2,891, ...	4,731
Decrease of male teachers in winter, ...	131
Increase of female teachers in winter, ...	178
Number of different persons employed as teachers in the Public Schools during the year—males, 1,932; females, 5,166; total, ...	7,098
Increase for the year, ...	22
Average length of Public Schools, seven months and sixteen days.	
Average wages of male teachers per month, including board, ...	\$37 76
Average wages of female teachers per month, including board, ...	15 88
Amount of money raised by taxes for the support of Public Schools, including only the wages of teachers, board, and fuel, ...	1,013,472 26
Increase for the year, ...	49,841 01
Amount of voluntary contributions of board, fuel and money, to maintain or prolong Public Schools, ...	38,061 30
Amount of money appropriated to schools as income of local funds, ...	42,806 30
Amount received by the towns and cities as their share of the income of the State School Fund, ...	46,908 10
Increase from last year, ...	2,840 99
Aggregate returned as expended on Public Schools, for wages, fuel and superintendence, ...	1,140,132 68
Amount raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen—per child, ...	4 96
Percentage of the valuation of 1850, appropriated for Public Schools, ...	.001-71
The law requires each town and city to raise by tax at least \$1.50 per child between five and fifteen, as a condition of receiving a share of the income of the State School Fund.	

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towns and cities returned have raised \$1.50	
ore for each child between five and fifteen.	
r of towns that have raised the sum of \$3 or	
per child, between five and fifteen, . . .	225
e for the year, ...	16
r of High Schools supported as Public	
ols by taxation,	
r of incorporated academies returned, . . .	66
e number of scholars, ...	4,142
ate paid for tuition, ...	\$85,322 90
r of Private Schools, ...	674
ted average attendance on Private Schools, .	17,322
ted amount paid for tuition in Private Schools,	\$244,290 72
t expended in 1853 in erecting and repairing	
l-houses for the use of Public Schools, . . .	402,609 90
of Public School-houses as returned by School	
mittees, April, 1854, ...	4,576,457 26
at annually expended, exclusive of the support	
ollegiate Institutions and Professional Schools,	
omote popular education in Massachusetts,	
ess than	\$2,283,554 00

BARNAS SEARS,

Secretary of the Board of Education.

ON, December 13, 1854.

EXTRACTS

FROM

MR. TWISLETON'S PAMPHLET.



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EXTRACTS

From "Evidence as to the Religious Working of the Common Schools in the State of Massachusetts, with a Preface by the Hon. EDWARD TWISLETON, late Chief Commissioner of Poor Laws in Ireland. London: 1854."

The following evidence was presented more than two years ago, to the Committee of the House of Commons, on the Manchester and Salford Education Bill, and was printed in the Appendix to the first volume of that Committee's Report. In consideration, however, of the small number of persons who are disposed to examine Blue Books, it is now reprinted separately, in a form more accessible to the majority of readers.

I will, at the same time, briefly explain how this evidence came into my possession, and what is its nature.

In parts of the years 1849-50, I travelled in various States of the North American Union, and I was especially struck by the high standard of intelligence and the general mental superiority which prevailed among the inhabitants of New England. In considering the causes of that superiority, it seemed impossible to account for it merely by peculiarities in race, religion, or political institutions. As to race, the main body of their ancestors were 21,200 Englishmen, (including men, women and children,) who left their mother country and settled in North America between the years 1620 and 1643. Genealogical researches seem to show that nothing material depends on the part of England from which those ancestors came. Lincolnshire, the adjoining parts of Yorkshire and Nottinghamshire, Norfolk, Suffolk, Essex, Middlesex and Devonshire, made the largest contributions; but some came from every Cathedral town, and almost every seaport; and I have been assured by Mr. James Savage, the learned and accurate President of the Massachusetts Antiquarian Society, that there is not a single English county which did not send to New England at least one emigrant. Again, religion, by itself, appeared to be an inadequate solution of the problem, inasmuch as similar religious views to those of the New Englanders have been entertained by communities on the continent of Europe, without leading to a similar intellectual superiority. Moreover, political institutions alone were clearly an insufficient explanation, inasmuch as this could not account for their collective intellectual preëminence over the other free States of the Union. Yet this preëminence, as a general fact, is undeniable, and to Englishmen presents itself forcibly in the circumstance that, with the illustrious exception of Mr. Washington Irving, every living American author, whose literary works are well known in England, is by birth a New Englander.* It became evident, therefore, that something more distinctive than race,

* As for example, Prescott, Sparks, Bancroft, Ticknor, Emerson, Dana, Bryant Longfellow, Hawthorne, Mrs. H. B. Stowe.

religion, or political institutions was requisite to explain the intellectual superiority by which the New Englanders are distinguished.

On reflection, various circumstances led me to connect that superiority with the system which has been in force in New England above 200 years, requiring by law every township to make provision for the education of the children within it; and when I returned to England in the summer of 1850, I frequently, in conversation, called attention to that system, and, in contrast with it, to the defective arrangements for instruction in England, as a source not only of national discredit, but likewise of comparative national weakness. I found, however, an impression generally existing that the New England system of Instruction must, of necessity, be either sectarian or irreligious; and although well aware that this impression was at variance with facts, I perceived that it was hopeless to endeavor to remove it merely by the statements of a cursory traveller.

In the autumn of 1851 I paid another visit to New England; and as it struck me that the statements, on this head, of eminent New Englanders known in England, might be interesting and instructive, I issued the accompanying printed circular of questions, which was intended to elicit information as to the effects, in a religious point of view, of the New England system of free schools. Want of time subsequently induced me to restrict my inquiries more immediately to the State of Massachusetts; but I received statements from some of the leading statesmen and authors of that Commonwealth, all pointing to the same conclusion, and tending to show:—

First. That the New England system of free schools is not sectarian in its tendencies;

Secondly. That it is not irreligious;

Thirdly. That, indirectly, at least, if not directly, it is religious, in the sense of being favorable to the cultivation of the religious sentiments and to the promotion of morality;

Fourthly. That by means of Sunday schools, combined with the teaching of parents at home and instruction from the pulpit in Church, the children of the free schools are, for the most part, taught the peculiar tenets of the various religious denominations to which they respectively belong.

Fifthly. That the system of free schools in New England is effective in giving instruction to the children of the poorest classes, and is deserving of approbation.

The answers will be found in the following pages, and the names of those who all bear testimony, more or less strongly, to the above-mentioned propositions, are,—

1. Hon. Daniel Webster, late Secretary of State, and Senator in Congress from Massachusetts.

2. Hon. Edward Everett, late American Minister in England.

3. Hon. George Bancroft, late American Minister in England.

4. The Right Rev. Dr. Eastburn, Protestant Bishop of Massachusetts.

5. Hon. William Appleton, late Representative of Massachusetts in Congress.

6. Hon. R. C. Winthrop, late Representative of Massachusetts in Congress.

7. Hon. F. C. Gray, late Senator of Massachusetts, and author of a work on Prison Discipline.

8. Hon. G. S. Hillard, late Senator of Massachusetts, and author of a work called "Six Months in Italy."

9. William H. Prescott, Esq., the Historian.

10. J. Sparks, Esq., President of Cambridge University, and Historian.

11. George Ticknor, Esq., author of "History of Spanish Literature."

12. Henry W. Longfellow, Esq., the Poet.

At the same time that the circular of questions was distributed, Mr. Barnas Sears, the Secretary of the Massachusetts Board of Education, was good enough to consent to be examined by me, orally, in reference to the religious element of the free schools, and to the manner in which the religious difficulties connected, or supposed to be connected, with the instruction of children of various religious denominations in one school, had been surmounted. It appeared to me that explanations on this subject would be peculiarly valuable if furnished by that gentleman, whose official position and long experience would necessarily render him conversant with all the details of the existing system; and his evidence is accordingly now published, containing such explanations.

Moreover, in 1852, in order to leave no room for doubt as to the number of the children in the free schools who likewise attend Sunday schools, I requested Mr. Sears to be so good as to furnish, if it were possible, precise statistical information on this head. No such information was then in existence, and it would have been a work of great labor and expense to obtain it for the whole Commonwealth of Massachusetts; but Mr. Sears adopted the expedient of selecting six cities or towns, which might be deemed fair representatives of the other cities and towns in the Commonwealth. The schools were visited in those six cities and towns, and it was ascertained how many of the children undergoing instruction were, at that time, in the habit of attending Sunday schools; how many had, at some time or other, previously attended Sunday schools; and how many had never attended any Sunday school. The results are given in an annexed tabular statement, which fully bears out, substantially, the evidence of the witnesses in the answers to the circular. * * *

The evidence being thus distinct, that in the State of Massachusetts a system exists by which instruction, neither sectarian nor irreligious, is provided for all the children of the Commonwealth, of all religious denominations, it may be proper to notice an argument against its applicability to England which is current in discussions on this subject. This argument is put forward in the guise of a compliment, and is based on the assertion that, owing to their descent from the Puritans, a higher standard of religious feeling exists amongst the New Englanders than amongst the English, so that instruction from which dogmatic theology is excluded would produce disastrous effects as the latter, while it might, on the whole, prove beneficial to the former. Now, on this point it may at once be admitted that such a higher uniform standard really exists in New England, although it would be a mistake to suppose that descent from the Puritans is the only element which has tended to produce this result. For this must be partly attributed, as far, at least, as the State of Massachusetts is concerned, to the high efficiency of the clergy, in which the educational institutions of the State are, in turn, an important element. The general working of the existing system is somewhat complex, and may be stated as follows. The ministers are elected by the congregations, and their stipends are comparatively low. In consequence of the general diffusion of intelligence amongst the congregations, a thoroughly vapid preacher would have slender prospect of obtaining a livelihood by his profession, so that a certain amount of intellect becomes an essential requisite for a clergyman. At the same time, owing to the great prosperity of the State, combined with the low scale of stipends, any one with the ability required for success in the Christian ministry would probably obtain a larger income by applying it in any other profession, so that no one is tempted to enter into the ministry on account of its emoluments. Hence the system is inevitably fatal to the feeble and to the formal, to the dull and to the worldly minded; for one class of causes insures intellect, and another class of causes insures disinterestedness in the clergy. But it will be seen that in this chain of causes and

effects, the intelligence of the congregations, which mainly arises from the system of common schools, is an essential link. Admitting, however, that, from whatever cause arising, the standard of religious feeling may be uniformly higher in Massachusetts than in England, the question would still remain, whether the standard in this country is not sufficiently high to insure the provision of doctrinal religious instruction in Sunday schools for all English children. And this question may reasonably be answered in the affirmative by any one who bears in mind the keen sensitiveness concerning doctrinal instruction, and the strong religious jealousy connected with it, which exists in this country. Unintentionally, this jealousy is, at present, the main impediment to the removal of all the brutal ignorance and nearly all the brutal vice prevailing amongst certain classes of our population; but it might be converted into an instrument of usefulness, if the Legislature were to pass a law for the introduction of the New England system of common schools. • • •

Having made these preliminary remarks, I may be permitted to call the attention of Englishmen, and especially of English statesmen, to the urgent interest of this subject in reference to the honor and greatness of our common country. Standing simply on the ground of universal humanity, it would be difficult to overrate its importance; and it is a palpable *under-statement* of the truth to say that he who causes two human beings to be intelligent where previously only one was so, renders far greater service to mankind than the vaunted benefactor who causes two blades of grass to grow where only one blade grew before. Such increased fertility of the earth's soil might be the consequence of an empirical discovery, and be sterile of further results; while greater richness in the soil of the mind would insure improvement, not only in agriculture, but in many other things besides,—a more enlightened sense of social obligations, and a nobler embodiment of all that beautifies life, in perpetually widening circles of discovery, invention, and progress. But, omitting this, which ought in itself to be a sufficient motive of action to any man, it is obvious that the general intelligence of a people is a material element in the balance of power; and this is so certain, that in a conflict between any two nations, equal in all other respects, as, for example, in population, natural resources, bravery and hardihood, the ultimate triumph would reasonably be anticipated for that nation in which intelligence was most widely diffused. Now, when reference is made, at the present day, to the excellent elementary instruction which is given in schools in Germany, it has become the fashion to speak contemptuously of the result, on account of the superiority which we derive from our free press, our free institutions, and our habits of self-government; and we are requested to believe that, in this way, an Englishman who can neither read nor write is superior to the German peasant who can cheer his leisure hours with music, and enjoy the imperishable productions of genius which are embalmed in his own expressive and powerful language. But whatever portion of truth there may be in this view of the subject, in respect to Germany, it is evident that we cannot pretend to maintain the same supercilious tone concerning elementary instruction in the United States, wherein every advantage which can possibly accrue from free institutions and habits of self-government exists in at least as great a degree as in England, and where, perhaps, a larger field is opened for individual energy and enterprise. In regard to the United States, it is plain that every advance in the education of their people, unaccompanied by a similar advance amongst ourselves, distinctly adds to their relative power. For this reason, when it is known that, in the year 1852, an overwhelming* majority of the citizens of New York decided in favor of a system of free

* The vote was carried by 39,075 to 1,011—a majority of nearly 39 to 1.

in that city, the merchants, shopkeepers, and artisans of Liverpool and London—they consulted their own interests, would never rest until they had induced the Legislature to let them introduce a similar system amongst themselves. And in the latter, when an English statesman who looks far into the future is told that the American system has within the few years been adopted, or is likely soon to be adopted, in the other free States of the Union, such a fact, combined with the continuance of the present imperfect educational arrangements, ought to suggest to him a matter for consideration, less pressing, but not less profoundly important, than if he heard that Congress had passed resolutions for trebling the American Army, or for increasing their navy by twenty large Screw Steamers of the line.

These principles, when fully stated, are so self-evident, that a prudent statesman can act on them with perfect confidence, although he did not distinctly discern the mode in which, at any given time, they were operating to the disadvantage of the country. But even amongst Legislators there are some who view with distrust all general reasonings, and who, in matters of this kind, require something more to convince their understandings or stimulate them into action. And, unfortunately, there is ample evidence, in this case, of the specific manner in which the American people, in a point intimately connected with their national power, are exposed and injured, in consequence of defective education. I do not allude to the great advances made by New Englanders in mechanical and manufacturing skill, manifestly has been promoted by their generally cultivated intelligence, and valuable as all this must be in adding to the resources of the Union. Important information on this head is contained in the Special Reports of Mr. Wallis and Mr. Whitworth, the Commissioners appointed to attend the Exhibition of Industry in the City of New York, which were printed amongst the Parliamentary Papers of last Session, and which, at the time of their publication, attracted much attention and occasioned much discussion. There is, however, such a vast fund of inventive ingenuity in the manufacturing districts of Great Britain that there does not seem to be any real danger to the British empire on this side, and every new development of constructive powers in England or any other country should rather be cordially welcomed, as adding to the common stock of human inventions. But what I would press on the serious consideration of all Englishmen is the effect which the superior education of the Americans has, in giving an advantage to the commercial marine of the United States over ours. On this point, most painful evidence was given to the world in papers presented to the commercial marine of Great Britain, which were presented to both Houses of Parliament in 1848. It is there proved, by communications from various American Consuls,* that American captains and seamen are now, on the whole, superior to ours, and this superiority is mainly attributed to the better education of the Americans, and to the better education and stricter sobriety of the seamen. Nay, more—actually appears that, at the time to which these communications refer, Americans, in consequence of that superiority, *not only obtained, almost invariably, a preference over British ships, but generally a higher rate of freight.* Now, when we reflect that, hitherto, enlarged experience has shown that the naval supremacy of a nation rests, eventually, on the superiority of its commercial marine, and when we know that the tonnage of the American shipping† now very nearly equals

the communications of Consul Barclay, Consul Peter, and Vice-Consul Lingham, from page 381 to 397 inclusive.

The tonnage of the United States in 1852 was 4,138,440 for a free population of 23 persons. That of the British Islands in the same year was 4,424,392 for a population of 27,621,862 persons.

that of our own, it becomes unpleasantly plain to the meanest capacity that the neglect of the Legislature to provide a superior education for the mass of the people is putting in jeopardy the Naval supremacy of Great Britain.

The facts contained in these Parliamentary Papers on the commercial marine did not escape the notice of those departments of Government which received the information. The unrivalled excellence, in speed and internal accommodations, of the American Liners plying from Liverpool to Boston and New York, had long been known, as well as the circumstance that they had almost entirely driven British vessels out of competition with them; but the explanation of this result remained a mystery to all but a few observers, until a light was thrown upon it by the British Consuls in America. It is now one of the most remarkable instances on record how a nation may be directly punished, through its material interests, for the neglect of its moral duties. Many a country gentleman had gone on spending large sums of money on fox-hunting or horse-racing; perhaps, if he had loftier aims, munificently subscribing towards the building of a church, but leaving the superintendence of the Parish School to inexperienced or prejudiced hands, allowing the schoolmaster a salary one-third or one-fourth of what he would pay his butler, scoffing at the suggestion that it was insufficient if the children of the poor were merely taught to read the Bible, expressing alarm at what, if he ever heard of it, he deemed the wild idea of providing national education from local rates, but little thinking, all the while, that by his prejudices and omissions he was endangering the naval greatness of England, for which, perhaps, he would willingly have laid down his life. Now, however, the result of these omissions became palpable, and it was determined to interfere by legislation. Accordingly, in 1850, Mr. Labouchere, who had himself travelled in the United States, and who was then President of the Board of Trade, brought forward a Bill for improving the condition of Masters, Mates, and Seamen in the Merchant Service, by which examinations were established for all persons intending to be Masters or Mates of ships trading with foreign ports, and certificates of competency were instituted for every applicant reported by local examiners to have passed such examinations satisfactorily, and to have given sufficient evidence of sobriety, experience, ability, and general good conduct on shipboard. At the same time, Mr. Labouchere expressly accounted for his proposing such a measure, although no examinations or certificates of competency were required of American naval captains, by pleading the general superiority of the education which was provided for the people in the United States.*

This Bill was passed into a law in the same Session of Parliament, and, as I have reason to believe, working satisfactorily. On the whole, it reflects special credit on Mr. Labouchere and the administration to which he belonged, on account of the courage and discrimination which they evinced in departing from the ordinary principle, that the excellence of all which has a commercial value should be left to depend on the simple operation of supply and demand. There were exceptional reasons why that principle should, in this instance, be departed from; and on this account, imputations of logical inconsistency were wisely disregarded. But still, it is impossible to avoid perceiving that this Act is merely combating symptoms of a disease, without attacking the disease itself — that it is, in fact, very far from being a thorough remedy for the evils which the Parliamentary Papers brought to light. It is to be observed that it was alleged that the English Captains were defective, not in seamanship and professional skill, but in general intelligence; and although such intelligence might be promoted by an examination which would of necessity be mainly professional, yet

* See Appendix D.

this stimulant could not, for a moment, be compared with the general, healthy effect of being educated in such Public High Schools as exist in Boston,* Cambridge and New York. Moreover, even if this Act of Parliament did attain its object in regard to the Captains, it does not in any way supply what was defective in the seamen, for whom no examinations were instituted, and for whom they would have been impolitic. It is to be remembered that no imputation is here made against them, any more than against the Captains, that they have declined in nautical skill; and any allegation of this kind might safely be dismissed, at once, with the same incredulity as the idea of their having, in the slightest degree, degenerated from the courage of their ancestors. Nor is it to be supposed that they have not made positive progress, during the last fifty years, in elementary instruction and in sobriety. Probably no one who has had long experience of the merchant service would hesitate to admit that, in both these respects, there has been a decided improvement within his own recollection; and it may be assumed as undisputed, that English seamen are as skilful and brave as they ever were, and at the same time better educated,† and less addicted to drink. But the really essential point is this, that, owing to judicious laws, there has sprung up on the other side of the Atlantic, in another nation, of the same blood, and speaking the same language as our own, a race of sailors who are equally skilful in their vocation, and who are, at the same time, somewhat more generally intelligent and sober than English sailors. And it is found by experience, that this difference, together with somewhat of a similar difference in the captains of the two nations respectively, tends to give a distinct advantage to their commercial marine. Now, for this inferiority in the English sailors there seems to be only one adequate remedy—and this is to take care that our own system of elementary instruction shall universally, and in every respect, be just as good as in any one of the United States. It is true that there are some counties of England from which scarcely any of the laboring classes are ever likely to go to sea; still, no one would seriously propose to make a distinction between them and the maritime counties in favor of the latter—thus girding a luminous belt of intelligence round the internal darkness of the island: and so the simple fact remains, that in order to compete with the American commercial marine, and maintain the naval supremacy of Great Britain, no resource is left but to make arrangements for insuring to every child amongst us precisely as good an education as is given to children in New England.

* "The course of instruction should embrace the first principles of natural and mechanical philosophy, by which inventive genius and practical skill in the useful arts can be fostered; such studies as navigation, bookkeeping, surveying, botany, chemistry, and kindred studies which are directly connected with success in the varied departments of domestic and inland trade, with foreign commerce, with gardening, agriculture, the manufacturing and domestic arts; such studies as astronomy, physiology, the history of our own state and nation, the principles of our state and national constitutions, political economy, and moral science; in fine, such a course of study as is now given in more than fifty towns and cities in New England."—*Extract from a Report on Public High Schools by Mr. Barnard, Secretary of the Connecticut Board of Education.*

† Lord John Russell has noticed with just praise, as a symptom of improvement, the letters written by common soldiers and sailors from the seat of war during the present year. Many of them are in the highest degree racy, graphic, manly, and touching. Still this will be allowed to prove nothing as to the proportion of individuals in the navy, much less in the commercial marine, who could write such letters. As many as 30 per cent. of the men in England and Wales, who married in 1851, signed the Marriage Register with marks only.

And it is not perhaps yet too late. We can scarcely, indeed, regain the place which Milton once claimed for England, of teaching nations how to live; but the wreath of glory, "despised and flung aside" by ourselves, has been nobly earned by the State of Massachusetts, and now blooms on the brow of this our youngest State. The depraved condition of the juvenile population in Newcastle-upon-Tyne and other parts of England, is rather a lurid beacon to warn nations how they may wish to live. Still, if comprehensive measures are adopted speedily, much may yet be recovered some of those advantages which others have fairly won over us by more active obedience to the moral laws of God's universe. Even in Massachusetts, the schools have only reached their present point of excellence during the last twenty years; and without doubt there is still room for improvement in this respect as the other States of New England. It is recorded by Mr. Siljeström, at the time of his visit to America, the education of the people in New Jersey, and in Pennsylvania, with the exception of Philadelphia, was comparatively well advanced: and although the system of Common Schools is now universally acknowledged in the State of New York, some time may elapse before it will be so there as in Massachusetts. The same remark applies to the Western States, except as the thinness of their population and the urgent demands of labor will, for a time, be an obstacle to the full developement of their intellectual resources. However long, ever, many successive years are allowed to pass away proportionately unimproved in England, while the Americans are perfecting their educational arrangements, deterred by disgust at unscrupulous acts and writings of annexationists, and by the influence of the Federal Government, or paralyzed by religious jealousies, or influenced by platitudes concerning the dangers of knowledge, and commonplaces respecting the supposed irreverent spirit engendered by democratic institutions, our Legislature persists much longer in their present course of comparative inaction, and continues an enormous blunder of supposing that, by a system of Parliamentary grants and voluntary contributions, we shall be able to compete with a free people, of the same race, and with the same population as our own, who will maintain universal education at local rates, such schools as now exist in the State of Massachusetts.—England suffers fatally from this delusion. In case a deplorable conflict should arise between the two countries, sterner courage and daring indeed, or greater self-denial could not be evinced than would be in the cause of the United Kingdom;—though it is evidently impossible;—but there would be brought into action, in the free States of America, an intense energy, a redundancy of mental power, a fertility of resources, and a faculty of adaptation to unexpected emergencies, of which those who are contented with the scraps of mental food doled out to so large a portion of our own population have, at present, no conception. Change of counsels may then come too late, and a future generation may lament, in vain, the infatuated apathy of their fathers, by whom good examples were slighted, and opportunities thrown away.

EVIDENCE.

ANSWERS OF MR. WEBSTER RESPECTING THE COMMON SCHOOLS OF NEW ENGLAND.

Have you reason to believe that the system of instruction adopted in the common schools of New England interferes with the special religious tenets of any particular denomination of Christians?

I believe that the system of instruction in the common schools of New England does not interfere with the special tenets of any denomination of Christians; and from that state of opinion on which that system rests, no less than from the laws that regulate it, I am persuaded that such interference, if attempted by an individual teacher, would cause him to be removed from his place. In fact, the teachers of the public schools are paid by assessments upon the property of all denominations alike; and being taken by law that what is to be taught in the schools shall be unobjectionable to all denominations, the different denominations are equally careful to see that the law is entirely respected.

Is it within your knowledge that, apart from the common schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong?

I think that children in New England are, to a remarkable extent, practically instructed in the tenets of Christianity entertained by their respective families, but not in the public schools.

If they do receive such instruction, what are the agencies by which it is communicated to them?

Direct religious instruction is given to children in New England by their parents, the clergymen, and by Sunday schools, which collect together the children of all ages and conditions in life, according to the religious tenets of their families, and which employ a great many more teachers than are employed in the week-day schools. These Sunday schools, and also in private families, catechisms and other manuals often used, such as conform to the religious opinions of the parents of the children. It is perhaps important to be added, that in New England, every body, or not every body, is capable of reading, and young persons read books of religious instruction as early as they read other books. I do not know how religious instruction could be made more general or more effectual than it is in New England by these several means.

4. *In your opinion, is the system of instruction pursued in the common schools of New England indirectly favorable to the cultivation of the religious sentiments and to the promotion of morality?*

I have no doubt that the system of instruction in the free or common schools of New England promotes religious sentiments, encourages a reverence for the Scriptures, and tends always, indirectly, and sometimes directly, to the formation of a religious character in the pupils. The morals of the children are always carefully watched by their teachers.

5. *Generally, do you approve, or do you disapprove, of that system? And what are the main grounds on which your approbation or disapprobation of it is founded?*

I have been familiar with the New England system of free schools for above fifty years, and I heartily approve of it. I owe to it my own early training. In my own recollection of these schools there exists, to this moment, a fresh feeling of the sobriety of the teachers, the good order of the school, the reverence with which the Scriptures were read, and the strictness with which all moral duties were enjoined and enforced. In these schools, or it may be partly by my mother's care, I was taught the elements of letters so early that I never have been able to remember a time when I could not read the New Testament, and did not read it. Many moral tales, and instructive and well-contrived fables, always so alluring to childhood, learned by heart in these schools, are still perfectly preserved in my memory. And, in my own case, I can say, that without these early means of instruction ordained by law, and brought home to the small villages and hamlets for the use of all their children equally, I do not now see how I should have been able to become so far instructed in the elements of knowledge as to be fit for higher schools.

In my opinion, the instruction communicated in the free schools of New England has a direct effect for good on the morals of youth. It represses vicious inclinations; it inspires love of character; and it awakens honorable aspirations. In short, I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not freely furnished to all, by public law, in such forms that all shall gladly avail themselves of it. Although a little beside the immediate object of these inquiries, I may be permitted to add, that, in my judgment, as the present tendency of things, almost every where, is to extend popular power, the peace and well being of society require, at the same time, a corresponding extension of popular knowledge..

DANIEL WEBSTER.

11 October, 1851.

ANSWERS OF MR. EVERETT.

*Quest. 1.** There is, and from the nature of the case can be, no such interference. The schools are supported by a tax laid upon the whole people of the cities and towns in which they are situated. They are under the immediate control of school committees, chosen by popular election. If any one sect, having a preponderance among the people, should attempt to exercise it by giving a sectarian character to the school

* To avoid repetition, the questions are indicated by figures merely.—*Note of the Sec'y of the Board of Ed.*

committee, and through them to the instructors of the schools, the other sects, though a minority, would take the alarm. In a word, it is a fundamental principle of the whole community that the schools shall not be sectarian; and what all agree in is of course sure to take place, in a popular government. A portion of Scripture is daily read in most schools, and some kind of devotional exercise generally performed by the instructor. This is done in such a manner as not to offend any serious person; and in this there is no practical difficulty, where people act in good faith; and there is no temptation to act otherwise in this respect.

Quest. 2. In nearly all the religious societies of New England there are (as far as I am aware) Sunday schools, taught by the young men and women of the society, under the general direction of the pastor. These schools are not charity schools for the poor, who get no instruction in the course of the week, but religious schools for all classes. The instruction is of course in conformity with the tenets of the denomination to which the school belongs. It is usually kept in the church, or in some vestry or other apartment connected with it.

Quest. 3. This question is answered in the reply to the second question.

Quest. 4. I answer this question decidedly in the affirmative. Public opinion requires of all persons connected with the schools a constant observance of all the practical duties of religion and morality. A schoolmaster decidedly failing in either, would instantly lose his place. A considerable portion, often a majority, of the school committee, are clergymen. With respect to the actual condition of individual schools, much of course must depend upon the force of character of the teacher, and upon the state of society from which the children who attend the school are gathered; but the religious and moral tendency of the system is uniformly good.

Quest. 5. I think our school system, in theory, perfect; in practice it varies, of course, with local circumstances. I do not know much personally of the schools, except in this neighborhood, where they are excellent.

The great merit of the system is, that it is a public provision for the education of all the children. The schools are so good that the children of the wealthy are sent to them from choice; hence there is nothing eleemosynary in their character. They are free and gratuitous, without being in reality or appearance charitable. As the burden of taxation falls on the rich, the children of the poor get a good education gratuitously, and all classes mingle together in the school-room.

This would be good, I think, in any country; in ours it is an essential part of our general social system. I send my child to the public school in Cambridge, because it is the best within my reach. If there were a private school where he would be better taught, I might think it my duty to send him to it; but I should regard this as an evil.

EDWARD EVERETT.

Cambridge, 30 September, 1851.

ANSWERS OF MR. BANCROFT.

Quest. 1. Every New England town has inhabitants attached to different denominations of Christians; they all unite cordially in support of the common school system. Every body takes an interest in common schools: and Calvinists, and members of the Protestant Episcopal Church, and Unitarians, and Baptists, and Methodists, and Catholics, (where there are Catholics,) give them their support, and have no reason to apprehend any interference with the special religious tenets of their respective denominations.

Quest. 2. Children educated in Common Schools practically receive instruction in the tenets of the religious denomination to which they respectively belong, and receive it apart from the Common Schools.

Quest. 3. Such instruction is communicated at home, under the direction of or by their parents, at the Sunday Schools, by the respective ministers of the different denominations, and generally by such agencies as the parent, or the church of which he is a member, may adopt.

Quest. 4. The Common School system of instruction in New England has been an incalculable service to the promotion of morality, and makes the whole population susceptible of a higher degree of knowledge on subjects connected with religion. I could hardly use language strong enough to express my sense of the benefit done by the Common School system to the character, vigor of enterprise, morality, industry, general self-respect, love of liberty, respect for law, and attainments in religious knowledge, of the people of New England.

GEORGE BANCROFT.

ANSWERS OF BISHOP EASTBURN.

Quest. 1. As far as I know, there is no interference by any of those who have charge of them with the religious tenets or predilections of the pupils, and I do not believe that such interference is practised.

Quests. 2. and 3. Although in these schools the only religious instruction conveyed is that afforded through the reading of the Holy Scriptures at the opening of school, and that which is incorporated necessarily, more or less, with the studies pursued by the pupils, yet this deficiency is elsewhere made up to a very great extent, not only by the teaching of the clergy in their churches, but by the powerful instrumentality of our Sunday Schools. The pupils of these Sunday Schools, it is important to bear in mind, are not confined to the poorer classes, but consist of the children of the parishioners of our various congregations, without distinction as to their position in life.

Quest. 4. I think so. A general respect for religion and its institutions would be promoted by that system. It is a fact, that no one suspected of entertaining irreligious sentiments would be employed as a teacher in the Common Schools.

Quest. 5. Although I individually should prefer arrangements under which the tenets of my own church were directly taught in the Common Schools, yet, on the whole, I approve of the present system, because it insures the means of providing a more efficient system of instruction than could permanently be maintained for all the children of the Commonwealth in any other way.

MANTON EASTBURN,
Bishop of Massachusetts.

ANSWERS OF MR. APPLETON.

Quest. 1. I do not believe the system adopted in our Common Schools interferes with the special religious tenets of any particular sect of Christians. Such is the zeal of our various religious denominations, that if any religious instruction, other than the reading of the Bible, was introduced by the teachers, complaint would be made, such as would compel the masters or teachers to resign their situation.

2. To this question I answer in the affirmative.

3. Formerly, in New England, it was generally the custom for parents, after church service on Sunday, to instruct their children, by hearing them repeat the Prayer, the Ten Commandments, the Creed, and to read to them from the and other religious works. This custom is, I am led to believe, to a great degree discontinued; and, as a substitute, it is almost uniformly the case that the denominations have connected with their society and place of worship Sunday

But to speak more within my own particular knowledge, (I belong to the Church, and for more than thirty years have taken an active interest in the School of our parish and others,) the children of parents the most favored as well as of the poor, those of mechanics, and those of the most humble in the community, gather on Sundays, and are instructed according to their age and understanding. They are taught the Creed, the Lord's Prayer, and instructed in the Church Catechism, and such books as are approved by our bishops and other clergy, by the young men and women, under the general superintendence of the rector. They are admitted as soon as they can read, and continue until they are at a suitable age, when such as are inclined are formed into Bible classes, and there remain until they are at a suitable age in their turn to become teachers.

4. No teachers would be approved or continued unless of a moral and good character. Their example would be followed to some extent by their pupils; and I do not doubt that, the more education is advanced, the more morality is increased and lessened.

5. Generally, I do approve of the system, believing it to be better than any other within my knowledge; and the main grounds on which my approbation is founded may be found in the foregoing replies.

W. APPLETON.

Worcester, Massachusetts, 11 October, 1851.

ANSWERS OF MR. WINTHROP.

1. Not the slightest; on the contrary, I believe that the system of Common instruction in Massachusetts is in perfect harmony with the express provision of the State constitution, that "all religious sects and denominations, demeaning themselves peaceably and as good citizens of the Commonwealth, shall be equally under the protection of the law, and no subordination of any one sect or denomination shall ever be established by law." I may add, that there is an express provision in our statutes of the purchase or use, in any of the town schools, of school books which are calculated to favor the tenets of any particular sect or denomination; and at least one instance has occurred of a teacher being dismissed from office for persisting in efforts to give sectarian instruction.

2. It is; I speak, of course, in regard to such children as have fallen under my observation; but what is true of them is undoubtedly true of almost all. They are not accustomed to look to the week-day schools for the religious instruction of their children. They look, at most, for that general religious influence which results from the recognition of God and of his word, in the daily prayer or reading of the Scriptures with which our schools are commonly opened. To suppose, that the children do not practically receive instruction in the tenets of the religion to which they belong, is to suppose that they are either abandoned

without any religious instruction whatever, or that their parents and pastors are indifferent to the tenets of their own denomination. Neither of these ideas could be entertained for a moment by those who know any thing of New England clergymen, or of New England fathers and mothers.

Quest. 3. The pulpit, the Sunday School, and the fireside. There is no lack, certainly, of doctrinal discourse and instruction in the pulpits of the Protestant Episcopal Church with which I am associated; while the catechisms of the Church, and the tenets of the Liturgy, are diligently taught in the Sunday School of the parish. It is not to be doubted that, in most families, there is a greater or less degree of attention paid to the religious education of the children. The Bible, the Prayer-book, the Hymn-book, are the familiar manuals of parental teaching, and the influences of home are thus brought in aid of the instructions of the Sunday School and the pulpit.

Quest. 4. In the highest degree. The mere influences of the order, the discipline, the obedience, and the "good behavior" which belong to a well-kept school, and which it is made the duty of our teachers to enforce, are, I need not say, of the utmost importance in establishing moral habits and inculcating moral principles. Indeed, were our schools to do nothing more than to supply a stated and innocent occupation to our children, keeping them from idleness, and from the temptation to mischief, of which it is the parent, for six days out of seven, their importance to the prevention of immorality and vice could hardly be overrated. It is, however, among the positive duties which our law imposes on all instructors and teachers, "to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice, and a sacred regard to truth;" and the pupils of our Normal Schools, who are afterwards to become the teachers of our Common Schools, are expressly required to be educated "in the principles of piety and morality common to all sects of Christians."

Quest. 5. I should find it almost as difficult to state the main grounds for my unqualified approbation of our Common School system as I should to state the reasons for cherishing the common bounties and blessings of Providence,—the light, the air, or the seasons. I cannot conceive of our getting along without them under a political system like ours. They are a vital part of our Government; they are our most efficient police; our institutions would not enable us to provide any substitute for them. But, apart from any consideration connected with the character of our Government, they seem to me the only effective means for promoting the intelligence, developing the energies, and elevating the character of a whole people. Any voluntary system of education must leave great numbers of children untaught. It may be that among these neglected children are the persons whose natural capacities would have enabled them to do most for their fellow-men, who, if their faculties could have been cultivated and developed, might have been foremost in art or science, in invention or enterprise, in literary, civil, or military pursuits. It is certain that our American Common Schools have given their earliest, and sometimes their only, education to not a few of our most distinguished men in all conditions of life. Universal education, freely offered to all, and of which all are, in a manner, constrained to partake, secures to society the benefit of all the powers which God has bestowed upon all its members, and thus gives the strongest impulse to the progress of human civilization and improvement. If New England has made rapid strides in any thing good, or great, or valuable since its settlement, I think it has been primarily owing to her Common School system.

ROBERT C. WINTERBOP.

Boston, 20 October, 1851.

ANSWERS OF MR. GRAY.

Quest. 1. Certainly not. The system admits the use of the Bible, without note or comment, and a simple prayer, morning and evening, which ought to contain nothing offensive to any denomination of Christians. If any thing thus offensive is introduced there or elsewhere, it is not in conformity with the system, but an abuse of it, and as which, though it may no doubt exist, must be rare, since I know no instance of it being made a matter of public discussion in the newspapers or elsewhere, though in this country every thing is so discussed on which there can be two opinions. A single instance of a marked abuse of this kind would certainly attract public attention, and even those parents of the same peculiar tenets as the teacher would join with all others in censuring him for introducing those tenets into a Common School.

Quest. 2. Undoubtedly they do so.

Quest. 3. That of domestic instruction, and that of Sunday Schools, which last have become very general of late years, and seem constantly becoming more so. In these, some of the most respectable young persons in the parish, of both sexes, who have finished their own education, but are not yet charged with the care of families, teach the children in small classes in different parts of the church.

Quest. 4. It is so, by affording special securities that the teachers shall be exemplary as moral and religious men. In consequence of the provision of law, that the masters shall be appointed, and the schools governed, by committees chosen by the inhabitants of the school districts themselves, and shall be supported by taxes assessed upon themselves, they of course take a lively interest in the government of the schools, and in the due application of the funds. Moreover, parents entertaining different religious sentiments are careful to see that the teacher introduces into the school no tenets adverse to their own. Watchful for these purposes, they are naturally watchful in all respects; and no one can be a teacher here who does not, under this close scrutiny, maintain an unimpeachable character for morals and piety; for no parents, whatever they may be themselves, would let any other instruct their children. It is thus favorable in many other respects; but in none, that I now think of, peculiar to it as a system.

Quest. 5. I do approve of it, and for these reasons among others: Because it is highly important, for the security of society, in all free countries, and most so in the first, that the children of all sects, classes, and conditions, since they must mingle together subsequently in the conflicts of life, should, from their earliest years, be intimately associated in similar pursuits (as they are in school) on terms of perfect equality: Because I believe that religion, like almost every thing else, is best taught in a school devoted to that single object; and see no more reason why it should be taught in connection with reading, writing, arithmetic, and the other branches of a common school education, than with any accomplishment, trade, or profession; its alliance with the former having probably originated in times when even the mere rudiments of learning were taught only by ecclesiastics: Because if taught it by those who are now associated in their minds with the daily drudgery and discipline of the school-room, and whom, though young, they look on with respect, and especially if thus taught in the church and on Sunday, children will be likely to regard this study as something apart from their week-day tasks, and more sacred: Because the Sunday School teachers are themselves benefited by the lessons they give no less than their pupils are, since the best mode of acquiring a thorough knowledge of any subject, and a strong interest in it, is to teach it; and religious education, as it should begin

earlier, will thus be continued also later than any other, as it should be : Because while the use of the Bible and daily prayer, in which all may join without tasking their minds or their memories, tend to excite veneration for the Scriptures, and for the Deity thus invoked, it does not seem to me that to omit the teaching of the tenets of any one religious sect, however true, in the Common School, if they are properly taught elsewhere, has any more tendency to create indifference to them than the omission to teach them in the same schools with drawing, music, or dancing. It is only on the assumption, that they ought to be taught in Common Schools, and that children should be made to believe so, that their omission could be deemed by them, or by any body, an evidence of neglect, and thus countenance indifference ; which amounts to no more than this, that, assuming they ought to be taught, they ought not to be omitted.

F. C. GRAY.

Boston, 14 October, 1851.

ANSWERS OF MR. HILLARD.

Quest. 1. My means of knowledge as to the results of the system of instruction adopted in the Common Schools of New England are derived exclusively from observation of the Public Schools of Boston. So far as they are concerned, I can say, with confidence, that the system does not interfere with the special religious tenets of any particular denomination of Christians. If, by chance, any such interference does happen in a particular case, it can only incidentally or indirectly, and probably unintentionally ; and even to that extent it is a perversion and abuse of the system. The teachers of the Public Schools in Boston are annually elected ; and having been for many years a member of the School Committee, I can say positively that any teacher who should manifest, by acts or words, an intention to interfere with the religious tenets of any pupil, would certainly lose his situation as soon as the fact became known to the members of the School Committee. I have no doubt that the above observations apply with equal force to the other cities and towns of New England.

Quest. 2. It is within my knowledge, that, apart from the Common Schools, the children educated in them do practically receive instruction in the tenets of the religious denomination to which they respectively belong. This is the general rule though there may be, and doubtless are, occasional exceptions.

Quest. 3. The system of Sunday Schools, which is universal in New England, is intended to give, and does give, instruction in the tenets of the various religious denominations to which the children respectively belong. These schools are not confined to the children of the poor, and do not give secular instruction. A very large number of intelligent men and women in New England are engaged as voluntary teachers in these schools, and spend much time, not only in the discharge of their duties on Sundays, but also in preparation for them. Besides these schools, I believe it is the custom, in many religious congregations in New England, for the clergyman to devote a portion of his time to the special religious instruction of the elder children, at least, of his flock. The above is, of course, exclusive of the domestic religious instruction given by heads of families to their children—a duty never neglected by religious households in New England.

Quest. 4. The system of instruction pursued in the Common Schools of New England is, in my opinion, indirectly favorable to the cultivation of the religious senti-

I to the promotion of morality. I could not believe otherwise, without ignorance to be the natural ally of religion and morality, a proposition which is opposed alike to the wisdom and goodness of God. Whatever expands the mind, appears to me favorable rather than unfavorable to the growth of religious sentiments and the promotion of morality. There have been many in the world of the combination of great powers and attainments with irreligion, but they form the exception rather than the rule.

1. Our system of Public Schools is the natural growth of our soil, and the complement of our system of self-government. I cannot conceive of the existence of our institutions without a system of popular instruction. When I am asked if I approve of the system, it is as if I were asked whether I approve of laws and magistrates, of marriage and of property. The system itself is nearly perfect; but, in its practical application, much will depend upon the character of the teachers themselves, and many degrees of excellence will be the result in a country like ours, with no established religion, and a multitude of sects each other with jealous solicitude, it is quite impossible that the system should provide for distinct religious training, for religious training must mean what the teacher himself calls religion. And this watchful supervision of every other also renders it impossible that a teacher should successfully attribute the pupils intrusted to him with his own peculiar views.

2. One good and not very obvious result of our system of Public Schools, has always struck me as of some importance. In democratic communities, men are equal before the law, there is always a sense of heartburning likely to be remedied from an observation of the inequality of fortune and condition among the people. A remedy to this state of feeling is to be sought in the cultivation of a gentleness on the part of the more favored towards the less favored classes; and will more tend to produce this sympathy than that the children of each end, for a time, attend the same schools: a man cannot but feel a lifelong kindness towards one with whom, when both were boys, he sat upon the same bench and learned the same lessons. That this good result should be obtained, it is that the schools should be of such excellence that the more favored classes are willing to send their children to them, which in many, probably most, cases, is the case.

GEORGE S. HILLARD.

9 October, 1851.

ANSWERS OF MR. PRESCOTT.

1. I have not, nor do I well see how it can well be so. The members of the committees are chosen by the votes of all the inhabitants of the respective towns comprehending every variety of religious denomination. The Committee among them would of course allow no system of instruction which favored one denomination at the expense of the others.

2 and 3. It may be as well to answer the second and third questions together. There can be no doubt that, while the school education gives no direction towards any particular sect, the child must receive this direction from its parents at home, or teachers in the Sunday Schools, which are to be found, I believe, among all denominations of Christians. There is hardly any child, I should imagine, in

such subject circumstances as not to come under the influence of one or other, and usually of both of these causes, by which he is maintained in the religious tenets of his parents.

Quest. 4. I should say directly favorable to both. The morning exercises are usually preceded by the reading of a portion of the Scriptures; and thus a reverence is inculcated in the child for the sacred volume, and the teachings it contains, as the guide of his life.

It is hardly necessary to add, that the regular course of the school discipline is favorable to moral culture.

Quest. 5. I believe no other system of instruction would be so favorable to the education of the great body of the people; and such an education is of the last importance, to a republican government like ours. If the system were made to comprehend religious instruction, this instruction must necessarily be accommodated more or less to the doctrines of some particular sect. This would render the school inaccessible to those children whose parents were unwilling to expose them to the risk of imbibing such doctrines. On the present plan, all of every denomination may receive an education fitting them for the duties of this life; and while no one is taught any special religious tenets, all are taught that reverence for religion which is a good basis for those particular tenets which may be inculcated elsewhere.

W. H. PARSONS.

7 October, 1851.

ANSWERS OF MR. SPARKS.

Quest. 1. From the nature of our political institutions, it would seem impossible that there should be any such interference. The constitutions of the several States, as well as that of the United States, allow entire freedom of opinion and worship to every citizen. Schools are required by law in every township, and local taxation is authorized for their support. The taxes are levied upon a uniform principle, without reference to religious opinions; and there is probably not a public school in New England in which the parents of the pupils are not of different denominations. It would be obviously impossible, therefore, under these circumstances, for such a school to exist, if the teacher were to attempt to inculcate the tenets of any one particular sect, or to interfere with those of any other.

Quest. 2. They certainly do, but the amount of instruction must of course depend on the zeal with which the parents of the children maintain their religious faith, and their devotedness to the denomination to which they belong. Experience has shown that the existence of a variety of sects constituting one community, enjoying equal rights and privileges under the laws, and acting upon each other by example, rather tends to increase than diminish their zeal, and prompts them to communicate to their children religious instruction according to the views they entertain.

Quest. 3. Sunday Schools may be regarded as among the principal agents. These schools are found in almost all the parishes in New England, and are designed expressly for religious instruction. Suitable books are provided for the purpose. Clergymen and other persons properly qualified are the teachers. Several of the denominations also distribute large numbers of religious tracts suited to children and young persons. Moreover, the parents themselves naturally exercise an important agency, either by direct instruction, or by putting into the hands of their children such books as will enlighten or establish their religious sentiments.

ed the fruits of moral and religious culture in a more eminent degree than
nts of New England.

JARED SPARKS.

University, Cambridge, October 13, 1851.

ANSWERS OF MR. TICKNOR.

I have been familiar for above forty years with the practical working of
England Common or Free Schools, in which the children of all conditions in
sects in religion are educated together, from about the age of four to
ge of sixteen, and I am satisfied that these schools in no way interfere
cial religious tenets of any denomination of Christians. The simple fact,
nk, will be questioned by nobody amongst us, that children, until several
st after the period when they leave the Common Schools, follow, with
y uniformity, the religious tenets of their respective families, seems to me
is point certain. It seems to me also to be rendered certain by another
fact; viz., that each separate religious sect in the State of Massachusetts,
in each of the towns and cities into which the State is divided, is in a
nd therefore, if any one sect were, through the teachers of the free
fluence the religious tenets of the children committed to their care, or
t to influence them, the other sects, constituting a great majority of the
ld unite in correcting the evil, or, if that could not be done, would over-
hole system, which is completely and always in their power, and which
nly not be sustained by them if it interfered with the religious opinions of
n.

The instruction of children in the special tenets of religion was, until
ools became common among us, chiefly given in weekly catechetical exer-
niliar explanations of Scripture by the minister of the congregation to
ildren belonged. But for the last thirty years. Sunday Schools, in which

following classes: 1st. They are the children of Irish immigrants, who penetrate every where, and are, therefore, not unfrequently found in localities where they have no church, priest, or Sunday School. 2d. They are the children of Quakers, or other persons who disapprove either of all Sunday Schools, or of those to which they can have access, and teach their children at home; or, 3d. They are too young, and have not learned to read or become otherwise fitted for Sunday Schools; these last being more numerous than either of the two other classes, but coming to the Sunday Schools when they are old enough. Still, the entire number of children who are taught in our Free or Common Schools, and who do not go to our Sunday Schools, is small in New England, and will, I think, always be inconsiderable wherever the different sects in religion are made to feel that they alone are responsible for the religious education of the mass of children growing up in the families belonging to their respective faith, because this responsibility awakens their zeal, and makes them provide means to educate religiously, not only the children of their own congregations, but also all other children whom they can draw within their influence, establishing, as they often do in New England, Sunday Schools, merely to gather in from all quarters children who, from the low condition of their families, or any other cause, are left without proper religious training.



On the Separation of Doctrinal Teaching in Religion from the Teaching of the Common Schools.

I will say a single word on the New England system, regarded as one that separates all teaching in the free schools from all teaching of religious doctrines. I deem it to be a system favorable to the cause of religion, and for this among other reasons: Our free school teachers must every where be selected mainly from a regard to their skill in teaching on common subjects; and though no teacher, believed to be an irreligious person, would be appointed in New England any more than in Great Britain, or could keep his place after he was known to be such, still the main qualifications for which he would be chosen would be, in their nature, connected with elementary knowledge on common subjects, and a power of communicating it. But the Sunday School teachers, who are at least three times more numerous in New England than the teachers of the free schools, are selected for their known interests in religion, and, serving without pay, can be prompted by hardly any motives but those arising from zeal for religion, from love of the occupation, and from a sense of duty. Moreover, nothing is taught in the New England Sunday Schools but Christian morals, natural theology, the evidences of Christianity, and its practical and doctrinal claims, the free schools on week days being so abundant, and of such a character, as to render all teaching of secular subjects on Sundays unnecessary and unbecoming. Religious teaching, therefore, is, I think, by this very separation from other teaching, made more thorough, earnest and effectual. The children feel that their unpaid teachers can have no interest in the matter different from their own; and an attachment founded on religious sympathy often grows up between the Sunday School instructors and the Sunday School scholars, as well as among the scholars themselves, which lasts many years, sometimes through life. In this way Sunday Schools and the religious training of children have become as well settled a part of the New England system of instruction as the free schools on week days, and quite as successful — each, as I believe, being made more effectual by its separation from the other. Religion, however, gains, I think, the most by their separation.

Quest. 3. Special religious instruction is communicated in different ways, oftentimes and most systematically by Sunday Schools, the aggregate number of whose teachers

throughout New England is very much greater than the aggregate number of teachers in the Common Schools. But, besides the Sunday Schools which generally use manuals, the children often receive oral instruction from their clergymen, and from persons selected for the purpose, in Bible classes and in other ways; regular meetings of the Sunday School teachers of each school are also held by their clergyman, in order to advise and direct the teachers in the management of the children; and, in some denominations, catechetical exercises with the children are still used, more or less—a mode preferred, I believe, by the Roman Catholics. But, as a general remark, each denomination of Christians feels it to be its duty to provide, in some way or other, for the careful religious training of the children whose families belong to it, and is not only able and desirous to do so, but really does it faithfully. Any teacher of a free school who should interfere with this recognized system of things would, I think, find it impossible to retain his position as a teacher. But I never heard of one that attempted it.

Quest. 4. I have no doubt that the system of instruction pursued in the free schools of New England tends greatly to the preservation of social order, to the diffusion of a spirit of inquiry for the truth, and to the cultivation of religious sentiments, and of a sense of duty to man and to God; and I think it would be difficult to find a sensible man born in New England, of any religious persuasion, who would give a different opinion.

Quest. 5. I believe the system of the free schools of New England to be a wise system of moral police, to support which the property of all is rightfully taxed; and I will add,—having lived two or three years in Germany, and longer in other parts of Europe,—that I believe this New England system to be more effectual than any system of teaching has yet been made elsewhere to secure the well being of a State. And, further, that such a persuasion of the inherent benefits of our free schools is the settled conviction of a vast majority of our people, is, I conceive, made certain by the fact that, while the laws of Massachusetts require the several towns, in proportion to the number of children they may contain, to provide to a certain extent for the education of all the children within their limits, hardly a town in Massachusetts—perhaps not one of above 300 into which the State is divided—fails annually, by a popular vote, based on universal suffrage, to provide for such education to a greater extent, and at a greater cost, generally much greater than is required by law. This spontaneous, uniform, and, so to speak, universal assent of the voters, in a population of nearly a million, annually asked for, and annually given afresh, in the shape of a somewhat burdensome tax laid by themselves upon themselves, seems to me, considering the general intelligence of these voters, and the thorough trial of two centuries to which the free schools amongst us have been subjected, to be a proof of the excellence and efficacy of the system as decisive as can be asked.

My remarks have generally been limited to Massachusetts, my native State, but they may be applied to all New England with little or no modification, certainly with none as to the instruction of children in the special religious tenets of any particular denomination of Christians.

GEORGE TICKNOR.

Boston, 10 October, 1851.

ANSWERS OF MR. LONGFELLOW.

Quest. 1. I have no reason to think this to be the case. It is certainly possible that an over-zealous instructor may think it his duty to inculcate particular doctrines in his prayers or in the school-books used. This, however, could hardly be called a

defect of the system, but rather a defect in its application, and can always be guarded against.

Quest. 2. To the best of my knowledge, the children of the Common Schools are thus instructed. I suppose there are not many families in New England the younger members of which do not receive this kind of instruction. By families in New England, I mean New England families.

Quest. 3. The chief agencies are the education of the fireside and the Sunday Schools.

Quest. 4. I give an affirmative answer to this question, and have no doubt that such is the result. Were it otherwise, the Common Schools must long ago have been abandoned as worse than useless.

Quest. 5. I very heartily approve of the system, on the ground that by it the means of education are given freely to every one; and however poor a man may be, he feels that the education of his children, to a certain point, is secured to them, and that good morals will be taught them, and their religious sentiments cherished and cultivated.

HENRY W. LONGFELLOW.

[The Secretary of the Board of Education was requested to obtain from the School Committees of a suitable number of towns definite answers to the following questions, viz. :—

1. How many pupils of this school are in attendance to-day?
2. Of these, how many receive, during some part of the year, religious instruction in Sunday Schools?
3. How many, not receiving such instruction now, have received it in former years?
4. Of those who receive no religious instruction in Sunday Schools, how many receive it at home?

These questions were sent to the Superintendent of the Boston schools, and to the School Committees of Andover, Fall River, Boxford, Wayland, and Lowell, from all of which full answers were received, which were reduced to a tabular form, with explanatory notes by George Ticknor, Esq., and the Secretary.—*Note by the Secretary of the Board of Education.*]

TABULAR VIEW.

The six cities and towns in the following table are regarded as furnishing an average result as to the number of children between seven and sixteen years old, in the free schools of Massachusetts, who receive religious instruction in the free Sunday Schools. Each of the six was taken as a representative town or city. Thus, *Boston* is the capital of the State, standing on the sea-coast, and is essentially commercial and manufacturing in its character, with the largest population in the smallest space.

Andover is the town that covers the largest area of any in the State, and is agricultural, but has several manufacturing villages within its limits. *Fall River* is chiefly manufacturing, but it has farming lands, and, being situated on a navigable river, partly commercial. The small towns of Boxford and Wayland are as purely rural and agricultural as any among us. *Lowell*, on the contrary, is as purely manufacturing, being the largest city of that class in the United States, and depending almost wholly on its cotton and woollen fabrics.

Taken together, the six contain just about one-fifth of the population of the State and were selected because it was believed they would present a true view of the condition of all Massachusetts, in relation to the religious education given in the Sunday Schools to the children found in the free week-day schools.

ould be noted, perhaps, that owing to the extraordinary rigor of the season, 1852, when, with the exception of the city of Lowell, all the preceding re collected, the attendance of the children at school was somewhat below the , and that, for the same season, the proportion of boys was rather larger than s in Boston, where, out of the 8,070 children present, 4,144 were boys, and vere girls.

f children in the free schools of six cities and towns in Massachusetts who re- or have received religious instruction in free Sunday Schools; the six cities and being taken as an average, in this respect, of the whole State.

	Number of its Schools.	Ages of the Children.*	No. actually present when the schools were visited.	No. actually present who <i>now</i> attend some Sunday School.	No. present who do not now attend but who have attended some Sunday School.	No. not accounted for.	Remarks on the 462 Children in the last column.
..	+22	{ 7 yrs and upwards,	{ 8,752	8,070	582	100	Their teachers think that nearly all these 100 children receive religious instruction at home.
..	24	{ 4 years { to 16,	{ 850	601	110	49	They are reported to be, "with scarcely an exception, very young, or the children of recent immigrants."
St.	24	"	1,314	1,055	73	186	Like the last generally; but there are Quakers among them, who are taught at home, of course.
..	7	"	179	125	1	53	Generally very young. The return says, "Nearly all the children in this town who are old enough attend S. School."
..	6	"	192	98	68	26	No report is made of these 26; but it is believed the report from Boxford applies equally well to Wayland.
..	14	{ 8 years { to 15,	{ 2,209	1,987	174	48	There are only a few children in the Lowell High School, and in its 12 Grammar and Intermediate Schools here reported, who are under 8 years old; and the consequence is, that in these 46 Primary Schools, where children may remain till they are 8 years old, out of 2,133 present, March 1, 1852, there were 1,374 who were attending some Sunday School.
-			13,496	12,026	4,108	462	

income of the School Fund is distributed in proportion to the *whole* number of in a city or town between the ages of five and fifteen, whether they go to theools or not, but each locality determines at what age its own children may attend

In general, the limits are four and sixteen; but it is rare that any above or under are refused, if they or their parents desire that they should attend.

twenty-two schools in Boston, from which returns were obtained, were *all* the in the city in which children *above* seven years old are taught, viz.: The Latin the High English school, and the twenty grammar schools. Besides these two schools, however, there are one hundred and ninety Dames' schools, or ry schools," scattered all over the city, in which above 11,000 children, under seven l, are taught to read; but as these children are rarely fitted, from their age or knowledge, to receive such instructions as are given in our Sunday Schools, no as asked concerning them. As the children get to be seven years old, and can tly well, they generally pass at about the same time into the grammar schools Sunday Schools. Thus much for Boston.

r remarks may be applied to the return of the 2,209 children from Lowell, where ren under eight years old are all in Primary schools. In the small towns, how- which Boxford and Wayland are examples, and in localities where the population , the case is different. In such places, the same school receives *all* the children ghborhood, from three or four years old to sixteen or upwards. And, finally, in e Andover and Fall River, where, in some portions, the population is dense, and sparse, a mixed system is adopted, some of the schools receiving *only* children

APPENDIX D.—Extract from the speech of Mr. Labouchere, in moving for leave to bring in the Mercantile Marine Bill, February 11, 1850.

In the United States, the captains and mates were not required to undergo a public examination; but the circumstances of the two countries were very different. He heartily wished that the education of our people in this country could be compared with that which prevailed in the United States. He had had occasion lately to see the sums which the State of Massachusetts alone devoted to purposes of education, and he found that in that State the schools supported by the public were so good that the richest and greatest men of the State preferred sending their children to them in preference to private establishments; and these institutions had the effect of raising up a class of men fitted successfully to follow out any pursuit to which they might be called, and who might therefore be employed with confidence by ship owners, or any other description of employers. If, therefore, it was said that we should not have examinations because they were not made in the United States, the difference between the two countries, in point of education, ought to be considered.—*Vol. 108, p. 670, Hansard's Parliamentary Debates.*

from four to seven, or from seven to sixteen, and other schools receiving those of all ages from four to sixteen. But whether the schools are arranged according to the ages of the children, or according to their proficiency, or according to any other system, being left to the School Committee of each locality,—the practical fact is, that between the ages of seven and eighteen, nearly all the children of Massachusetts, who are taught in the free week-day schools, pass through the free Sunday Schools of the religious sect to which their respective families belong.

† These 1008 are generally, and, indeed, I think they are, with few exceptions, the poorest children in their several schools, and such as have already completed a course of Sunday School teachings. Thus, in Boston, in the Latin School, where boys are fitted for the University, 33 out of 117, who were present, had been in the Sunday School, and had left them; and in the High English School, 67 out of 171. Indeed, taken through Massachusetts through, it will, I think, be found, that those in its free schools, who on any given day, are not members of some Sunday School, are, in general, the oldest who have been through a Sunday School, or the youngest, who are not yet fitted to enter one. The only qualification of the last remark worth making regards the Catholic Irish immigrants, who are scattered all over the State, and are, therefore, sometimes living in places where their own religious institutions are not found, and where, of course, they have no Sunday Schools for their children. But the number of such is small.



ABSTRACT

OF THE

SCHOOL COMMITTEES' REPORTS.



CONDITION OF THE PUBLIC SCHOOLS, AND SUGGESTIONS FOR THEIR FURTHER IMPROVEMENT.

SUFFOLK COUNTY.

BOSTON.

The city of Boston appropriates yearly about \$330,000 for the support of Public Schools. It has invested in school-houses about \$1,500,000. The whole amount of money raised yearly, by taxation, for all its expenses, is about \$1,200,000. Subtracting from this amount the \$330,000 appropriated to educational purposes, it leaves about \$870,000 to meet all the other expenses of the city, comprehending the salaries of all the city officers, the cost of paving and laying out of streets, the expenditures for police regulations, the expenses of maintaining all the public buildings, criminal and charitable, the jail, the institutions at South Boston and in the Harbor, all the current expenses attending the distribution of water in the city, the lighting of the streets, the care of the Common, the Public Garden, the unproductive land owned by the city, the city property generally, and every thing that must necessarily be expended in providing for the health, comfort and security of its citizens, and the reputation and honor of its own name among the cities of our land.

Our school-houses are built at great expense. Those who have had the charge of their erection have thought only, how could they best combine convenience, comfort, healthfulness and attractiveness. The furniture, the philosophical apparatus, the globes and maps are all of the most approved kind, and nothing is asked of the city government, which is really conducive to the welfare of our schools, that is not readily granted.

More than one-quarter of the whole tax of the city is appropriated to schools. The valuation of the city, for the year 1852-3, was some \$188,000,000. The amount taxed upon every dollar of property for education was, therefore, some two mills. The population of Boston, in the year 1852-3, was nearly 150,000, and if the amount appropriated to schools was raised *per capita*, the portion of every man, woman and child, would be about two dollars. The number of voters in Boston is about 22,500. If this amount was divided among them, each poll

would pay about fourteen dollars. The average number of pupils in our schools is not far from 23,000. The yearly cost of educating each child is, therefore, about fifteen dollars.

And though in this city, as elsewhere, we frequently hear complaints of excessive taxation, it is rare indeed to hear any wish expressed, that a less amount should be raised for educational purposes than is necessary to carry out fully all judicious plans for the welfare and improvement of our Common Schools. To be sure there may be found among us, as almost every where, some men of contracted minds, who are willing to enjoy all the blessings and comforts which are afforded to our citizens, by the judicious appropriations of the amount raised by taxation, and yet unwilling to share, out of their abundance, the equal, legitimate quota of tax due from them, as representatives of the property in their possession, and who, at the annual approach of our assessors, steal away like thieves in the night to some region, where, by special contract, they may buy for themselves such a residence as will satisfy the technicalities of the law, and return only in the sunshine of our prosperity, when their fair is over, to enjoy advantages which they have contributed nothing to produce, and to participate in the privileges which obtain from the united sacrifice of the poor, the men of moderate means, and the liberal, whole-souled rich of our city.

As so large a portion of the money raised by taxation in our city is appropriated to school purposes, and as complaint is sometimes made of the expensiveness of our school system, and also the right to make certain appropriations questioned, we have deemed it not out of place to consider, briefly, the relation which government and individuals respectively sustain towards property, and, consequently, their respective rights and duties in relation to taxation.

Taxation.—The excuses made by many of those who contrive to avoid their legitimate taxes, that under any circumstances they pay a larger tax than many of their fellow-citizens, or that they are not in favor of certain expenditures for which taxes are laid, and consequently are not acting immorally in avoiding the payment of their tax, are fallacious, and founded on a wrong theory of the relation which they and their property sustain towards government.

Taxes are based upon property, not upon persons. The earth, its products and every thing valuable upon it, belong, in a certain sense, to all mankind, and every one is entitled to their benefits. We brought nothing into the world, and we can carry nothing out of it; and it is not in accordance with any absolute or natural right, but only in compliance with the arbitrary rules of society, that the will of the dead man should be regarded, respecting the distribution of property, his in life, but, after his death, belonging to those who then inhabit the earth. In a certain sense, the old feudal doctrine is correct, that government—that is, the representative of mankind as a body—holds the fee of all property. It is to avoid the dissensions incident to the transmission of property without fixed rules, that the general assent of society is given to the arbitrary laws which obtain in regard to the unequal division of property among men, its distribution at the death of its holder, and, under certain conditions, its escheat to the government. Government is established, among other things, for the protection of property, and the security of those who hold it, in accordance with established law; and

it is this property, wherever and however held, that must pay the expenses of its own protection.

Thus far government has a lien upon all property within its jurisdiction. Whether held by feudal tenure and distributed by government among the people, by feudal laws, whether held entirely in the hand of one man, whether distributed equally and yearly among all mankind by agrarian law, or held, as among us, in unequal amounts, by arbitrary law, it is still held subject to this lien. It is not the man that is taxed, but the property; and the holder pays the tax by the same general law that enables him to be the holder of the property thus taxed, and which secures to him its peaceful possession and uninterrupted enjoyment. The property is only his, minus its legitimate tax; and he who defrauds government of its tax, retains that which is not his own, and appropriates to his own use that which legally and justly belongs to the public. Government must be the judge of its own necessities. And where, as with us, government is the expression of the public will, the holder of one dollar of property has as much right to say what are the necessities of government, and consequently what shall be the public tax, as he who has millions at his control. And no one, whatever may be his private opinion of the expediency of a special tax, has any right to withdraw the property in his possession from taxation which has been appointed by the will of the people; for to this extent that property belongs to government.

To those few, therefore, who, for whatever reasons may influence them, prefer for their children private to public instruction, and who murmur at the amounts appropriated for Common Schools, it is the right of our community to say, We are to judge of the public necessity; and for this purpose, and to this extent, your property is our property.

The number, however, who find fault with our school appropriations is comparatively small, and their grievance would often, in their own estimation, be as great, and their complaints as loud, at any appropriation whatever. They are the exceptions. As a general rule, all our citizens respond cheerfully to all that is deemed needful in the furtherance of the prosperity of our Common School institutions.

We have, in our community, many noble-minded men, who feel that their wealth is given to them as a trust for their fellow-citizens, to be appropriated, not in pandering to their own ambition, sensuous appetites and grovelling desires, but in ameliorating the condition, providing for the wants, and securing the prosperity and happiness of those around them less favored than themselves in the good things of earth, and who, besides cheerfully using their influence in the administration of the government to secure proper appropriations for our schools, are privately and unostentatiously conferring lasting benefits upon successive generations, by their generous gifts of valuable libraries to our schools.

School System.—But what is this school system that thus drains our city treasury of more than one-quarter of its yearly income, that demands so large a tax upon every voter within our limit, and yet that receives the support of the wisest, shrewdest, and most philanthropic men of our city? In many cases, those who have the most important voice in determining the amount of the appropriations for its support appear to have little or no *direct* interest in its establishment or continu-

ance. Is it not an anomaly to see such men striving for such a position when it is from the property held by them that so large a portion of the appropriation is to be drawn? Whatever may be the nature of the property in other respects, it is undeniably true, that, as to all that affects the pockets, they expect a *quid pro quo*. It is important, therefore, for every voter to make certain inquiries. Are our school appropriations judicious? Are the advantages obtained equal to the outlay required? What does our school system accomplish? What are the results received? What are the evils forestalled? Can these large appropriations be dispensed with, in safety to our own best interests? What is the relation that these schools bear to the government? And in connection with this relation, what should be their aim, conduct and destination? Our schools are of different grades. The Latin School, for example, averaging about two hundred pupils, is designed to give to those who attend it such an education as will fit them to enter any college or professional land.

The English High School, averaging about two hundred pupils, is designed to give to those who have perfected themselves in our Grammar School studies such an education in moral and intellectual philosophy, logic, chemistry, the higher branches of mathematics, and the French and Spanish languages, as will enable them to take a commanding position in the commercial and mercantile world, or to act as engineers, mechanics, or as civil engineers.

The Normal School, averaging about one hundred and seventy pupils, is designed to give to the girls, who have been graduated from our Grammar Schools, such an education as will enable them to act efficiently as assistant teachers in our Grammar and Primary Schools.

Our Grammar Schools, twenty in number, and averaging one hundred pupils, between the ages of eight and fifteen, are designed to give to all the children in our city such an education in all the necessary branches of study as will enable them intelligently to act in their daily life, as common-sense, well-informed and patriotic citizens.

Our Primary Schools, one hundred and ninety-five in number, averaging each about fifty pupils, between the ages of four and seven, while they are attended by the children of our most respectable citizens, are also designed to provide a place for those thousands of children in this city whose parents, engaged in manual labor, would often otherwise be obliged to leave them to wander in the streets, acquiring habits of vagrancy, idleness and vice, which would probably continue to follow them through life, and to give to them such an education, more or less intellectual, as will fit them to enter the Grammar Schools when they shall have reached the proper age. These schools are free to all, and are about equally attended by the children of the poorest of our population, and those of our richest citizens and most honored statesmen.

Side by side, engaged in a common cause, equally interested in the same studies, listening to the same moral instructions from those whom they love and respect, treated as equals, promoted or degraded according to their diligence or negligence, forming friendships, insensibly studying human nature in all its phases, sit children of all ranks, representing the extremes of society,—those who, in a few years, are to occupy our places in the world, some with wealth and position given to

thers poor and unknown, with nothing but the instruction, discipline and experience which the school affords.

It is often said "that one-half the world know not how the other half live." Did they know, Charity would not be the rare virtue she is. What is more advisable in a land like ours, where worth, not birth, makes nobility, and where the changes are so sudden that the son of a common laborer may attain to the highest offices in the gift of the people, and yet his descendants become the inmates of an almshouse, than that all the members of our community should become more or less acquainted with the manner of life, the modes of thought, and the peculiar characteristics of those who compose the various grades of our society? And what less objectionable method is there of acquiring this information than by the intercourse which obtains in our schools, guarded as it is by the watchfulness of committees, teachers and parents? May we not attribute, in a great degree, the general good feeling and absence of envy which obtains among the different grades of society in our city to the early impressions received at school? and is not the interest which is entertained for their prosperity, alike by the rich and the poor, an evidence of the universality of these impressions?

What is it that has given our land its preëminence among the nations of the earth? It does not result wholly from its free form of government, the great fertility of its soil and its abundant resources. These, indeed, are all motive forces; but the great leading power is the universality of education among us, and the proportion of intelligent, thinking, working minds. There are constantly presented to the public practical illustrations of the advantages which educated labor possesses over those mechanical processes, through which ignorance works, in the beaten track which antiquity laid, and of the widely different result of the work of a thinking, practical man, and of one "who whistles as he works for want of thought." How frequently have our common workmen devised simple methods of reducing to useful practice what scientific men have demonstrated, with mathematical accuracy, to be practically impossible! Our Patent Office abounds in useful inventions, and by far the greater part of them are the workmanship of those whose education, save as pursued by themselves, was received at the Common Schools.

What is it that causes the proportion of crime committed by our native citizens, in comparison with that committed by our foreign population, and of our whole people in comparison with other nations, to be so small? Why is it that, in comparison with the nations of Europe, so small a proportion of our population are paupers, if it is not attributable to our schools? What is it, that, when political parties have raged in their bitterness, when theoretical disorganizers have inflamed the public mind, when dissension, radicalism, fourierism, agrarianism, and a thousand impracticable theories for the amelioration of mankind, and the reorganization of society upon a new basis, all promising to make earth heaven, favored often by men of talent, and preached with all the earnestness and enthusiasm of the conscientious but misdirected reformer—what is it that disappoints the fears of our good timid conservatives, who, thinking only of ancient republics and the character of their population, prophesy at every new public excitement our speedy overthrow, but the practical, educated common sense of the great mass

of the untalking people, who, at the proper time, receive the good which these excitements create, quietly reject the attendant folly and wickedness, and leave the effervescence to work itself off again in some theory, or in the revival of some long-exploded notion.

The very commonness of our schools prevents our realizing, to the extent, the blessings they afford us, the grandeur of the thought that originated them, and the wisdom of their perpetuation. We may gaze upon the rosebud when the heating sun pours its rays upon it, and the dews and gentle rains water it, but the closest watching eye can detect its imperceptible expansion; and yet, under these influences, soon blossoms into the full-blown rose. Thus of our schools; by their fruits must we know them. Out of our own land, nothing is found to compare with them. Ancient history is as silent as modern respect for them. With what enthusiasm would Socrates and Cicero have viewed them! A new leaf would have been added to the Memorabilia, and a new chapter to the De Officiis.

The Relation of our Schools to the Government.—We do not at fully realize the peculiar and intimate relation which our Public Schools sustain to the government. Private Schools and incorporated academies have a special office to perform. They are dissenters from the regular system. Their administration and government is subject to the private will of individuals. The government has nothing to do with them except in their toleration. The relation of their teachers to their pupils and their parents is different from that in the Public Schools, and is not settled by common law, applicable to other nations as well as to our own. But our Public School system is a branch of the government itself; as much so as our courts, our police, criminal and charitable regulations for the poor. It is School and State; so it has been since its establishment, and so it must be while it exists. The distinction between private and public schools is constantly growing greater and greater, and the government, by its general and special laws, is assuming yearly more and more power in its administration over the latter. Before, however, our schools accomplish all they are designed, and believe destined, to accomplish, this relation must be more definitely recognized by legal decisions, and more universally understood by our citizens.

Those stern and determined men, who, in the dark cabin of the *Mayflower*, thought out in their strong minds, and laid down with an inflexible will, the plan of action which was to be their guide in carrying out a successful operation the principles which they had left their own land to maintain, knew full well that liberty could not exist without intelligent men; that it was not safe to trust education to individual effort; but that the government, if it would sustain itself, must see to it, even by compulsory measures, that the means of education were provided for the whole people. They therefore inwove into the texture of our constitution School and State, providing that all property should be taxed for general education, as well as for sustaining the other necessary branches of government; and though their descendants have separated Church and State, and have rescinded the laws requiring all property to be taxed for the support of religion, they have sustained fully the compulsory laws for schools, making them more definite, as the exigencies of the times required, by specific statutes, by affixing penalties, by giving the po

take private property for school purposes, and, more recently, by asserting the power of government over individuals, in the passage of its antislavery laws.

This connection between government and our school system must have an important weight in settling many of the mooted points respecting the general administration of our system. Governments, to be effective, must be stable. Their first aim must be, to preserve their own existence. If necessary, every thing else must be secondary to this. Their whole administration must tend directly to their own perpetuation, and all their plans of operation, in every branch, must be directed accordingly.

The first object and aim of our government, therefore, in establishing and maintaining its school system, is its own preservation. If this system is not necessary to preserve our form of government in its purity, then it may be dispensed with; if it is necessary, then has government the right, so long as it exists by the will of the governed, to sustain the system, and to devise and to carry into operation all such measures as will give it efficiency and completeness. Governments, whether good or bad, while they exist as governments, can acknowledge nothing superior to themselves, and, until they are changed by a peaceful or a violent revolution, all their administration must be in sympathy with their general system. So far as education has ever been under the direction of the State, we find that it has been conducted in strict subservience to the purposes of government. For example, the education of the Spartans, in the name of Lycurgus, was a State education; all the children in the State were taken away from their parents at an early age; those who were physically weak were destroyed, and the remainder were sent to the public institutions to be trained entirely by the appointed teachers. Patriotism was the god of Sparta. Its sole aim was, to preserve its dependence by valor in arms. The individual was merged in the community, hardly seeming to have a separate existence. The government accomplished its purpose; and it was only by means of the discipline received from the schools that the small State of Sparta was enabled so long to stand, defying the more powerful nations around. No other instance could be imagined of the efficiency of State education to produce a particular given result than this. The error was, that the end of the government itself was not right.

The education of the people of Prussia and of Holland fails of producing what we should call satisfactory results, because the very object itself of the education is merely to train up obedient subjects to monarchs; and while, therefore, varied valuable instruction upon certain sciences is given, that discipline of mind and that freedom of thought, which is necessary to produce the highest style of man, is almost wholly neglected. Indeed, it follows, as a natural consequence, that no nation having a form of government different from ours can have the same State system of education; and in our own country, government and education must ever be, in turn, both the cause and the consequent of the addition and progress each of the other.

The object and aim of our government in the administration of its school system is simply this: to train up all the children within its jurisdiction to be intelligent, virtuous, patriotic, American citizens. We say citizens, for it is only with man's relation to the State that the government has any thing to do. With his relation to God, with the

duty which he may owe to himself, to cultivate in a specific manner special talents which he may possess, government has no right, and does not intend to interfere. It taxes the property of all, for the benefit of all. It is not man, the individual, but man, in his relation to his fellow-men, that it educates. To be sure, our form of government is such, that the surest way to make a free citizen is, to provide such an education as will make men in the strongest sense of the term—men pure in heart, strong in mind, healthy in body, wise as rulers, and obedient as citizens. Yet, after all, the inquiry of government must simply be, how it can best make *citizens*. It is not its object to make religionists of this or that sect. It has among its citizens, all of whom have equal rights, members of every denomination. It cannot favor political creeds, social theories, or private prejudices. Its legislation must be for the whole, not for any part.

Neither is our Common School system designed to give special instruction, in order to fit children for any special department in life, but rather to give that kind and amount of moral, physical and intellectual instruction, that discipline of mind, that freedom of thought, those habits of deep practical investigation, that self-reliance, that ready energy, and that patriotic love for their country and her institutions, which will make them living, acting, practical, common-sense citizens—men who know their own rights, but also understand the rights of others and the relation they sustain to government and to their fellow-citizens.

Power of Government in the Administration of the School System.—If this is indeed the relation which exists between School and State, it becomes important for committees and teachers to consider what are their respective rights and duties. One of the most important objects of our schools is the forestalment of crime, by bringing the minds of the children under proper influences before they have become contaminated with vice, and the employment of those preventives, and the infliction of those punishments, which are necessary to restrain erring children in their first attempts at insubordination and crime. Our courts, and their various classes of officers, have jurisdiction, when crime is brought to their cognizance. Their powers and duties are, either by statutes or by the decisions of common law, clearly defined. It is not within the province of these officers to interfere till actual crime has been committed. Now, there are many things connected with the forestalment of crime, and many of the lesser crimes themselves, which are committed almost with impunity by the young children of our city, hardly old enough to know their evil, that need to be under the jurisdiction of some one. The statutes of the State are silent regarding them, and our school system is hardly old enough, and perhaps too much the creature of statute, to be recognized by common law. Have our school committees or our teachers any power, as public officers, to provide for these cases? Have we, as a committee, the right, for instance, to instruct our teachers, as we have done, in the thirteenth section of the first chapter of the regulations of the Public Schools, as follows?—

“To promote the well being of their pupils, it shall be the duty of the instructors, as far as is practicable, to exercise a general inspection over them, as well out of school as within its walls, and on all suitable occasions to inculcate upon them the principles of truth and virtue.”

What power does this regulation give to the teacher? Can he, under

out liability to an action for an unjustifiable assault, inflict punishment for an offence committed out of school? Has the of our public schools any more punitive power than the teacher at private schools? If this relation of the school to the government is what we have assumed, most certainly he has.

far have school committees the power of expulsion from school, for such crime as will bring the offender within the police jurisdiction? May they, as was done in another city, make a regulation that corporal punishment should be inflicted for any cause, in any case but that, in case of insubordination, the pupil offending should be expelled from the school and deprived of its advantages?

if the object of government in the establishment and continuance of our free schools is its own preservation,—if it designs, by this means, to forestall crime, and to secure to all the children within its jurisdiction such moral and intellectual education as will make them supporters of the institutions under which they live,—has it not the right, and have not our tax-paying citizens the right, to require of whom the administration of our schools is especially intrusted, to use such methods as will secure the ends and aims of our school system?

and perhaps the principal design of our schools is, to conquer, to educate and save all such children as these. Have the committees the right to turn them into the streets, to their own ruin and the injury to the community? Are they not bound to devise means, either gentle or severe, to keep such children under the good influences of school, to give them hope of making them good citizens, at least till open crime shall make them unfit for the companionship of virtuous children?

Rate Schools.—This view of the relation of the schools to the government has its bearing in determining the expediency and also the propriety of committees, in establishing and supporting, at public expense, schools except such as can be attended by all the children of our district.

Our Board has been petitioned by the German population of this city to aid them, with the public money, in establishing and supporting German schools for their children. In these schools, the German language is principally to be taught, and, judging from the elaborate "proposal" accompanying the petition, the whole character of the instruction is to be peculiarly German. The tendency of such schools would be to preserve the nationality of the Germans, to make their children as much foreigners as they themselves are, and to prevent, in a measure, their obtaining that advantage over their parents which results from their being educated in the country in which they are born.

A strong effort has been recently made in some parts of our country, by the Catholic population, to withdraw a portion of the Public School fund from the general fund, and appropriate the same to establish schools distinctly for their own children, where their own peculiar religious tenets may be more prominently presented.

Religious and religious instruction is necessary to sound education. Our schools will fail of producing the results expected of them unless such instruction is there given. Knowledge is indeed power, but, unchristianized, it is often power to curse as well as to bless. The ends of the gov-

ernment, therefore, require that religious instruction should be given in our Public Schools. Yet it must be remembered, that the relation of man to God is a private, personal and sacred relation. It is usurpation in government to interfere with this relation, except so far as is necessary in its own proper administration, and in preserving inviolate the rights and privileges of all the governed.

It is the duty of school committees to guard the religious instruction in our schools from degenerating into sectarianism, or becoming such as to give to any Christian, whatever may be his religious tenets, just cause of complaint. The text should ever be, "Thou shalt love the Lord thy God with all thy heart, and thy neighbor as thyself." To those, whoever they may be, who desire more specific sectarian instruction in the schools, or the establishment of distinct schools for different denominations, the simple answer is, You must afford that instruction and maintain those schools yourselves; government can support only those schools and afford only that instruction which is free and appropriate to *all* within its jurisdiction. Our public schools are free to the children of foreigners equally with those of our own citizens. But the whole character of the instruction given must be such, and such only, as will tend to make the pupils thereof American citizens and ardent supporters of American institutions. The very moment the principle is infringed upon, and distinct exclusive schools are established for any specific purposes whatever, our school system, which has given to our country its strength, is broken up, and its glory and usefulness departed.

What is yielded to one class of petitioners cannot with consistency be withheld from others; and, the result necessarily must be, that instead of a people composed of representatives from almost every nation of earth, yet harmoniously acting together as citizens of a great republic and equally interested in maintaining her institutions and cherishing her glory,—a people understanding each other's peculiarities, and mutually yielding to each other's prejudices, and all striving to accomplish the same great purposes,—we should soon have a people composed of as many sections as there are different nations and different denominations represented among us, all working against each other, each striving for their own aggrandizement, alike regardless of the common interests of the whole body of the community.

They whom a narrow faith divides abhor each other. A house divided against itself cannot stand. Distrust, dissension and disunion would follow. Our republic would share the fate of those which have perished before us, and another name would be added to the long list of failures in free government, which stain the pages of history, and shake our confidence in God and man.

CHELSEA.

The most interesting event in the affairs of popular education in Chelsea, during the past year, is the completion of the new school-house on Central Avenue. To the six rooms in that edifice, designed for school purposes, the committee have transferred the girls in the Grammar and Secondary Schools on Park Street, and a part of those under the care of Miss Watson, in the High School building on Second Street. The rooms now accommodate all those girls receiving public instruction in Chelsea not attending the Primary Schools or the High School.

Since the reorganization of the Grammar and Secondary Schools for girls, other changes have been found to be necessary. The boys of the Secondary School on Shurtleff Street, with all those recently occupying Slade's Hall, and a large number instructed by Miss Watson, have been transferred to the school-house on Park Street, vacated by the girls; thus forming a new school which embraces all those heretofore known as Secondary and Intermediate Schools for boys.

The committee have organized a new double Primary School under the High School, which will relieve the crowded rooms in that building.

They have also removed to the first floor of the Shurtleff Street school-house the Primary School recently taught in the vestry of the Unitarian church, and have added to it a number of children from the large Primary Schools in that section of the town.

The only other change to be mentioned is the removal of the Primary School from the lot on Broadway rented of the Winnisimmet Company, to the lot on Mulberry Street purchased by the town.

All of the changes enumerated, except the last, have resulted incidentally from the increase of accommodations placed at the disposal of the committee; and although some of the rooms and buildings now in use are not wholly suited to the purposes for which they are occupied, and may ultimately be replaced by others of an improved style of school architecture, yet it is a source of congratulation that we are relieved from the necessity of placing any child in a school-room where the influences are unhealthful, or the essential conveniences are not provided.

From the consolidation of the Grammar and Secondary Schools for girls, on the general plan advocated in the report of our immediate predecessors, the committee anticipate the most favorable results. There are now brought together in the school-house on Central Avenue two hundred and ninety-one scholars; and eighty-three more may be accommodated. These girls are well classified in rooms each containing about sixty scholars. For all the purposes of general regulation, instruction and oversight, it is one school, under the charge of Miss E. A. Parker, an accomplished and successful teacher, as principal; in all other respects, it consists of six separate and independent schools, each under the control and tuition of one teacher, appointed by the committee, and directly responsible to them for the discipline and instruction of the children in attendance.

With respect to this school, so far as the plan of its organization, and the influences of location, air, light, and aspect are concerned, we know of nothing to be desired. Whether inconveniences are likely to arise from other sources, remains to be seen. Its teachers have already proved themselves worthy of public confidence; and we perceive nothing to hinder, but every thing to promote, favorable results. It would be a grave mistake, however, to confound the instruments and conveniences of education with the thing itself. No perfection of system, no fitness of school architecture, no faithfulness of teachers, can dispense with punctual attendance or personal effort on the part of the pupils. The community can secure well-qualified teachers, and surround them and their pupils with influences which tend to promote their progress; but, after they have done this, the question of success is to be determined by those who enjoy these advantages. None more clearly perceive the value of the additional facilities secured than the teachers themselves;

and none are so ready to allow that education, either as a science or an art, is far from being perfect. The longer they teach, and the more deeply they study, the more sensibly they feel how difficult a thing it is to comprehend the faculties of children; or, when understood, to know by what methods of instruction these various powers may be symmetrically developed and disciplined; by what influences virtuous sentiments may be encouraged and evil passions repressed; and not with respect to one child only, but many children, differing in peculiarities of mental and moral constitution. And it is a matter for congratulation, that the exertions required to meet these daily exigencies will not hereafter be exhausted in struggling with a false system and imperfect instruments.

The committee are able to say that the public schools of Chelsea are now doing well. And by this they mean, that, as a general thing, the attendance is good, the pupils industrious, and their instruction competent. There is progress in all departments. Much, however, must necessarily remain for our successor to accomplish. While existing arrangements are constantly being affected by an increasing and ever-changing population, a vigilant care will be needed to adapt our schools to the necessities of the community, and to maintain their present efficiency.

It is hardly reasonable to expect that the town will feel called upon, until the necessity shall become more urgent, to provide for their sons accommodations equal to those which they have furnished for their daughters. The time will probably come for this. Meanwhile, with the conveniences now possessed, the work of education in all its branches is to be carried on with increased vigor and spirit.

Our immediate predecessors, in their report, submitted some observations respecting Common Schools as instruments of popular education, and the system which seemed best adapted to our necessities, as well as the obstacles which impeded their progress. Some of these hinderances have been wholly or partially removed, and the committee have nothing further to suggest upon those subjects. Compared with the last year, we now stand upon vantage ground; but another period of observation has been added to former experience, and it implies no very exaggerated notions of the capability of common schools to suppose that they are susceptible of further improvements. With a proper system, good accommodations, and skilful teachers, it remains to inquire how these may most effectually accomplish their work. By what means the faculties of children may be most judiciously developed, the intellect disciplined, and knowledge imparted, what methods of instruction are most efficient to exalt character and quicken virtuous sentiments, cannot yet be regarded as settled questions. They are difficult questions; but still they concern all communities, and invite discussion which can scarcely be considered as out of place in the pages of a school report. If we survey the whole field of education, we perceive that it is a broad one. Beginning at the family fireside, it embraces the school-house, and gradually expands into a wider and more varied realm of religious, social and political culture. But the whole of this vast domain, with its unlimited requisitions upon human care, does not lie open to the public teacher. His limits are more circumscribed. Good morals, and those general principles of religion not the subjects of controversy, alone are committed to him. Within this comparatively narrow range, how-

er, are to be laid the foundations upon which the whole superstructure of a man's life and character rest; and in what manner this foundation shall be formed, what studies and course of discipline are most useful to expand, strengthen and adorn the intellectual faculties, are points on which some difference of opinion may be found to exist. Some of these differences we propose to discuss.

Arithmetic, reading and writing, are universally conceded to be necessary branches of education; and where all are indispensable, it is hardly worth controversy which is the most important. But it is an inadequate conception of education to regard it merely as an acquisition of knowledge, which by no means implies a well-trained and vigorous understanding, nor yet wholly as furnishing the intellect with fit instruments with which to execute its purposes; but rather, in its most important office, to create a power within, by developing in the highest degree those faculties which lie in the constitution of man. How, then, may this be best be done, and what are the most efficient instruments?

It seems to us that reading, as an instrument of mental development and discipline, is somewhat underrated; and, that its disciplinary power and quality should more fully appear, it may be well to observe some of those faculties called into activity in reading composition of only a moderately elevated character. To read a simple sentence so as to receive and impart with precision the meaning of an author, requires not only a clear conception of the absolute meaning of each word employed, but also the significance of each as modified by conventional usage; nor does the reader advance far without perceiving that sentences seldom stand independently, but as modifying each other. So that, to perform the simplest office of reading requires a power of attention which, as it is one of the most rare and valuable of all, so is it also one of the most difficult of acquisition. But if we add to this the quickness of insight, imagination, judgment and taste, necessary to convey an author's meaning with correctness, elegance and spirit, a combination of qualities is required rarely found in a high degree of cultivation. That instruction, therefore, which is necessary to produce correct and finished readers, may be supposed to have a disciplinary power of great value.

There seems also to be an intimate connection between correct reading and correct thinking; and if it be true, as many suppose, that by far the largest share of our ideas come from books, it is of vast consequence that we read with habitual precision.

But to illustrate a generally admitted necessity is of less importance than to lay bare existing defects and to discover their remedy. A loud, clear and distinct enunciation, with proper pauses, inflections and emphasis, are auxiliaries of good reading; but even when combined they do not constitute it. Something more is required. Good reading is primarily an intellectual effort, the absence of which cannot be compensated by any degree of artistic skill in the management of the voice. That adds greatly to the pleasure derived when employed to express those ideas which the mind has accurately perceived; but the first step is, to acquire the precise significance of the words used by the author who is read; and it is that point to which we ask attention—the habit, systematically and invariably formed and cultivated, of studying the meaning, power and use of the words of the English language. It may be justly said that no well-constructed reading book is beyond

the comprehension of the youngest child for whom it was designed, when instructed with the same degree of care as in other books usually denominated studies; and it is the restricted application of that word *studies* which seems to indicate the omission to be supplied. It is true that letters, words, reading, spelling and composition receive a large share of attention in school. Dictionaries are in common use, and grammar is on the list of books prescribed; and so long as this is the case, it cannot be said without qualification that the English language as a study has never been introduced into Common Schools. But may not the qualification be allowed its full force, and there still remain a great deficiency to be supplied? It is not an inconceivable case, that a person who was once familiar with a foreign language, but who, from long disuse, has now lost all vestiges of the meaning of its words, nevertheless may be able correctly to read, spell and give the syntax of a sentence or page which in all other respects shall be a blank to his comprehension. Such an illustration, while extravagant as to the degree, is true as to the nature, of the deficiency which exists in the best schools in the Commonwealth. Every child receiving instruction undoubtedly attaches some meaning to what he reads; but how many who can read, spell and analyze each sentence, could, if required, give the precise meaning of each word, as distinguished from its synonyms, and accurately state the line of thought marked out by the author? And yet any method of reading less exact than this may be considered imperfect without setting up an unattainable standard of excellence. Teachers are the first to perceive, and the most earnest in deploring, the deficiency; but the remedy, if one exist, is so fundamental in its nature that they may well hesitate in its adoption without a full discussion of any proposed plan and its sanction by the public.

If the value of the study of English language in its connection with reading, and the existing deficiency in this respect, have not been exaggerated, it would seem that the consideration of the remedy cannot be too early commenced, nor be pursued too earnestly.

Beginning with the youngest children in Primary Schools, we find that instruction commences with the form and powers of letters; and when these are taught, they are then combined into words, and these last into sentences. This instruction is systematic, daily and continuous until the child knows and is able to pronounce words wherever he finds them. But if we ask what idea he attaches to these words, the real nature of the difficulty appears. Of many he has not the remotest idea of their significance; of others, and such chiefly as are used in common conversation, his notions are loose and inadequate—depending somewhat upon his associations; and as to the balance, his conceptions may be clear and well defined. And this deficiency exists because such instruction has not been made a part of his education. But suppose it had been otherwise; suppose that instruction in both respects—that is, not only in the name but also in the meaning of words—had been equally systematic and equally continuous, would the deficiency exist in the same degree?

There may be difficulty, without doubt, in accomplishing what is proposed; but is there greater difficulty in one case than in the other? Consider how many times a child requires to be told the name of a letter before he learns it, and with what painstaking he becomes able

distinguish it from other letters of similar form. And so, too, when spelling becomes a part of his instruction, how patiently he is corrected, and encouraged to try the second, third and fourth time before the teacher's assistance is offered! Suppose, then, that a child who is able to recognize and pronounce words should be required with equal pains-taking, systematically and invariably, to attach to them a meaning, or rather the precise meaning which they import; and this, we repeat, not occasionally and for a short time, but during the whole period he remains in school, with such variation in the mode as his progress requires. This would be, in some sense, a study of the English language; and whether effectual or not, one thing is certain, if we may credit the testimony of many witnesses, that no one ever became a master of the language without some equivalent study.

If such a mode of teaching should be thought well of, its value would depend very much upon its accuracy, and would require attention in a new direction on the part of those instructing children. In applying such instruction, as no teacher is satisfied with a mode of spelling which is only approximately correct, so, in determining the signification of words, equal exactness would be required. This hardly needs illustration; but as an example, in spelling the word *book*, the omission of the recurring vowel would hardly pass unchallenged; nor should its definition, unless so stated as to exclude newspapers, pamphlets, handbills, and the various other forms which printing assumes.

If this instruction were invariably to accompany each reading lesson—and the suggestion contemplates nothing less—the teacher might find it necessary to begin with those words which are susceptible of a precise definition within the comprehension of the pupil, leaving for a more advanced stage such as fall properly within the province of grammar.

The foregoing observations have been thus far confined to the study of the English language in connection with learning to read; but they have a wider application. Conversation stands next to the books we read as a means of acquiring ideas; and as an instrument for influencing the opinion of others upon subjects which most generally interest mankind, it stands first. It is a power susceptible of high cultivation; and though it may be questionable whether it can be introduced into schools, in form, as a branch of education, yet it is practicable to require that in the ordinary intercourse between teacher and scholar the use of language shall be entirely accurate. The suggestion goes further than the mere correction of gross inaccuracies of language, and extends to all slovenly and inelegant forms of speech and inadmissible local idioms. To be of any value, the correction should instantly and invariably follow the error; it should be specific, and not general; nor is it sufficient to point out what is faulty, without at the same time supplying the accurate form, and insisting upon its repetition until it is firmly fixed in the mind of the pupil.

The third inquiry connected with the study and use of language is, whether it would be found practicable to insist invariably and rigidly, that all answers to questions, in whatever branches the pupil may be pursuing, should be rendered with entire accuracy of idea and expression, even though the pupil may have stated them substantially, and the teacher perceive that he understands them fully.

ESSEX COUNTY.

DANVERS.

The committee, in their last annual report, expressed their confidence in the mode of supervising the schools adopted by the town the year previous. The experiment of intrusting all the schools to the special superintendence of one man had then been tried but nine months; yet, during that brief period, enough had been witnessed to produce conviction in the minds of the committee that the town had by their action taken an advance step in the cause of education. With the added light of another year's experience, this conviction has become still more clear and settled. The system of supervision now in practice is, on many accounts, believed to be the only true system, and the one which must ultimately prevail in all populous towns. It is much better to have the responsibility of supervising the schools rest definitely with one competent person, able and willing to devote himself to the work, than to have it shared indefinitely among nine or twelve persons who, if competent by nature and acquirements, are practically incompetent through the multiplicity and urgency of their other duties.

The theory upon which the present system is based appeals to the judgment of every wise observer of men and things. In all great enterprises there needs to be one master spirit, who has the whole field of operation in mind, who can help to disclose and remedy defects as they appear in any given part of this field, who can give without delay the timely caution, and who can stimulate to new exertion through the impetus received and communicated by himself. The advantages of thus having one responsible person at the head have been apparent in the supervision of the schools during the past year. The committee, after a free and full conference upon the subject, are unanimous in their approval of the present arrangement, and in recommending its further continuance. They believe it to be the best adapted to awaken and call forth the interest of parents, and of the public generally, in behalf of schools; and this belief is founded upon the facts which the past year has disclosed. So far as can be determined, there never have been so frequent visits by parents and others during term time, nor has there ever been so large an attendance at the final examinations. This fact was referred to in the last report as resulting from the new policy. It might then have been considered a more doubtful result, and to be easily explained by the novelty of the experiment. But this explanation can no longer hold; for this year, while the novelty has been less, the fact has been still more marked and encouraging. The influence of the Superintendent upon the scholars is not easily estimated. By the freedom of his intercourse in school, by the kind of questions asked and the manner of asking them, by the mode of conducting recitations, and especially by the admirable tact manifested at the final examinations in testing the real knowledge of the pupils and making it visible to all present, he has accomplished a noble work, which merits

high commendation. But these are not the only sources of benefit derived from his labors. He has facilitated the efforts of prudential committees in procuring competent teachers, and in preventing failures through incompetence. He has encouraged teachers in their arduous and often perplexing duties by his hopeful and suggestive hints. He has, by his quarterly reports to the committee, and by his free interchange of views in private, given to them valuable knowledge respecting different schools and teachers. He has furnished a common standard of comparison by which to judge of their respective merits and deficiencies. He has been the medium of communication between this and other towns in all matters pertaining to education, and has, in these indirect ways, given a publicity to our schools abroad which could not otherwise have been obtained.

The committee, having been witnesses of these happy fruits of the new arrangement, would congratulate the town upon the foresight which led to its early adoption.

ESSEX.

In regard to our schools generally, your committee cannot avoid the conviction that very important advantages would result from an alteration in our present school system. We raise more school-money, in proportion to the number of scholars, than many other towns in our county. In this particular we sustain a respectable rank, being the eleventh town in the county on the Graduated Table for 1854, showing the comparative amount of money appropriated by the several towns in the county for the education of each child between the ages of 5 and 15 years. But this respectable standing is wholly lost by us when we come to the comparative amount of schooling given to each child. In this respect we are below every other town in the county. The average amount of schooling in the several towns in the county is not less than nine months, whilst ours is less than five months. This shows, we think, some capital defect in the mode of expending our school-money. It is believed that, with a proper expenditure, our children might have as much and as good schooling for \$800 as they now have for \$1,300, the sum expended. If this be so, then the town is losing \$500 annually. Or, viewed in another light, their children are sustaining the greater loss of four or five months' schooling, which they might have on an improved system, in addition to their present very inadequate amount.

The Act passed by our Legislature in 1853, to which your attention is to-day called, is evidently based on the assumption that there is some better way of managing town schools than by an adherence to the district system; for it provides, that if the town take no action touching this point, then their school committee shall have power to abandon, at their discretion, the district system, and place the schools on some other foundation. But as this would be taking upon themselves a responsibility which we think no discreet committee would under ordinary circumstances be willing to assume, we earnestly hope that the town will take the matter in hand, and say what alterations, if any, shall be made.

The district system, at its origin, was better adapted to the state of society in that day, when agriculture was the principal employment and the population pretty equally well spread over a town, than it is now. The times have changed. Mechanical employments have come in, in addition

to farming, and brought the people into a more compact state. This calls for a different school system. Many towns in the Commonwealth have made the requisite alterations, giving up the district system, and adopting a plan more simple and economical. The experiment, so far as we learn, has been uniformly and eminently successful and satisfactory to all concerned. The new method, indeed, has been so often tried, and with such manifest advantages, that it cannot any longer be considered as an experiment.

The alterations in our school system which your committee propose and recommend may be considered as embraced in their following outlines: The several districts convey to the town their school-houses, to be hereafter town property. The centre school-houses, on each side of the river, to be opened for all the children above 10 years of age,—to be instructed by a male teacher, with such female assistants as may be necessary. The remaining school-houses to be opened for all under 10, to be instructed by females; it being understood that all over this age who live remote from the centre may have the privilege of attending the primary school in their part of the town.

The principal objection, perhaps, to this alteration is, that some of our children will have farther to go to school than they now do. But will they not be more than compensated for this by their increased amount of schooling? If they can have eight months' schooling instead of four, they may stop at the nearest Primary School. It would certainly, we think, cost the town much less to convey to school, daily, the few that live very remote, than to maintain a school of any suitable length in their immediate neighborhood.

We thus sum up, in conclusion, the advantages of the proposed system:—

1. An increased amount of schooling, even twice the amount, for the same money, by employing fewer male and more female teachers.
2. A better expenditure of the labor of the teachers, by having scholars in larger classes, of nearly the same age and standing.
3. Female teachers for the Primary Schools, who, in patience, assiduity and affection, are better fitted to teach young children than males.
4. An equal distribution of schooling among all the children of the town, instead of the very unequal distribution which now exists.
5. Greater simplicity and efficiency in the management of the schools, by consigning it wholly to the town committee, instead of dividing it, in part at least, between the town and district committees, which division tends to an inefficiency and collision often highly detrimental to the schools.

GEORGETOWN.

It was the intention of the committee to have taken a general but very brief review of the schools—to have alluded to the unusual interest manifested, and the proficiency made in the art of writing—to the prominence which the study of physiology has attained—to the increasing attention given to moral exercises—and to the important change in our geographical text books. It was our intention to have noticed the unprecedentedly large amount of money appropriated for schooling—to the Act of the Legislature of 1853, by which the town will be called upon to decide whether the district lines shall be continued or

oken down—and also to have submitted a plan for the establishment of central school for the benefit of a class of scholars in the several stricts too old properly to be sent to a female teacher. But we are admonished to close.

GLOUCESTER.

The school committee of Gloucester, for the last few years, have endeavored to awaken attention to the importance of the public schools, and it is a source of gratification to be able to state that these schools are now reached that fortunate period in their history which witnesses general and deep concern, on the part of the public, that they should be advanced to the highest degree of excellence they can be made to attain. They have reached a condition which commands the confidence of the people to such an extent that the private schools have been superseded, and it is not too much to expect that the general interest which now centres in them, as the only means of education to be found in town, will in due time produce such changes as will exhibit the lowest of them in a gratifying state of progress and attainments.

During the past year great improvement has been made in all the schools. They have continued under the supervision of the same member of the committee who has filled the office of superintendent for many years, and to his report, appended hereto, we refer for further information under this head.

GROVELAND.

The committee call the attention of the town to the state of the school-houses. Some of those, as, for example, one of the houses in the north district, are in a deplorable condition—too small, shattered and rotten—discreditable to the town, injurious to the health of the scholars, and rendering a good school almost impossible. It is a severe annoyance to sit an hour in some of them, so very vile is the atmosphere. We remind the citizens of the town that their children have lungs, and lungs not made of leather; that a supply of good air will be indispensable to health until the laws of the universe are repealed; and that in an atmosphere which has been breathed over and over, and loaded with foul exhalations, *study* is one of the things that cannot be performed, even if life can be, after a fashion prolonged. There may be miserable, mechanical fumbling over of facts and problems by the organs of brain too benumbed for any clear and firm grasp; but what can be called study is simply out of the question.

In one of our school-houses obscenity has been characterized upon the seats, doors and walls, until it is an insult to children to send them to it.

The town might easily, by taking a public-spirited course and pursuing it for a few years, provide good houses, without subjecting itself to any excessive and onerous expense. We very earnestly commend the subject to the attention of the citizens, and ask them to take upon it a wise, generous and honorable action. A not unworthy emulation should urge us; for, in the respect referred to, it is feared that we are behind every other town in this vicinity.

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During the past year great improvement has been made in all the schools. They have continued under the supervision of the same member of the committee who has filled the office of superintendent for four years, and to his report, appended hereto, we refer for further information under this head.

GROVELAND.

The committee call the attention of the town to the state of the school-houses. Some of those, as, for example, one of the houses in the fourth district, are in a deplorable condition—too small, shattered and broken—discreditable to the town, injurious to the health of the scholars, and rendering a good school almost impossible. It is a severe penance to sit an hour in some of them, so very vile is the atmosphere. We remind the citizens of the town that their children have lungs, and lungs not made of leather; that a supply of good air will be indispensable to health until the laws of the universe are repealed; and that in an atmosphere which has been breathed over and over, and loaded with foul exhalations, *study* is one of the things that cannot be performed, even if life can be, after a fashion prolonged. There may be a miserable, mechanical fumbling over of facts and problems by the fingers of brain too benumbed for any clear and firm grasp; but what can be called study is simply out of the question.

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By an existing statute the district system falls to the ground, unless sustained by a vote of the town as often as once in three years. We

invite the attention of the citizens to this matter. Our present system is exceedingly cumbrous and disjointed. It is the belief of the chairman, at least, of the committee, that a simpler one might be adopted without any considerable additional expense, and to the very great advantage of our schools. We will not go into detail upon this topic at present, but would venture to recommend the appointment of a special committee, to whom this whole subject may be referred, with instructions to report at some future meeting of the citizens.

IPSWICH.

In conclusion, your committee cannot refrain from expressing their gratification in the degree of success with which most of the schools have been conducted during the past year.

To one visiting all the schools, after an interval of several years, as one member of this board has done, the appearance of improvement is very striking. Great progress has evidently been made. The houses, for the most part, are larger, more commodious, and better furnished. The course of study is wider, and more fully accomplished. All these things indicate advancement. They are the evidence and the reward of faithfulness on the part of our predecessors at this board. They are stimulants to energetic perseverance in ourselves. We are here not merely to bear testimony to the good which has been done, and rejoice in it, but to carry the work on, and, as far as in us lies, to perfect it.

LAWRENCE.

Provision having been made by the city charter for the appointment by the school committee of a superintendent for the public schools, the report of that officer, prepared in accordance with the regulations adopted by the committee, contains the specific and statistical information which has usually been presented to the town at the close of each municipal year. To that report, which is hereto appended, we therefore refer for an account of the general condition and progress of our public schools, as well as for a statement of his views upon various matters relating thereto.

Although the municipal year commences on the first Monday of January, the financial year of the city does not commence until the first day of March. It has, therefore, been thought unnecessary to go into a detailed account of the expenditures of the school department, which at this time would of course be incomplete, or to recommend, as has heretofore been usual, specific appropriations for the next year. According to the ordinances of the city, that duty will in future devolve upon the committee of finance, who doubtless, when ready to take the matter into consideration, would wish to avail themselves of the views of the school committee, who enter upon office simultaneously with them; and a most friendly communication between the two bodies, if not entire coincidence of opinion, is insured by the circumstance that the Mayor, who is *ex officio* chairman of the committee of finance, is also *ex officio* chairman of the school committee. Thus wisely does it seem to us, this body, whose duties and powers, being derived from the laws of the State, are in some respects of an independent nature, is closely connected with the city government, without whose concurrence and cordial coöperation those duties could be but imperfectly performed, and those powers but

perfectly exerted. The ready acquiescence hitherto manifested by our low-citizens in the appropriation of whatever amount of money has been deemed necessary for maintaining schools of a high order, will not, we trust, in this season of the rapid growth and general prosperity of the city, be turned into indifference; but, on the contrary, we hope that the appetite for education, like other appetites of a less noble character, will grow by what it feeds upon, and that all alike, city government and school committee, superintendent, and citizens, and pupils themselves, will find in their proper spheres in elevating the standard of public education amongst us.

Superintendent's Report.—Notwithstanding the defects pointed out, Lawrence has reason to be proud of her schools. The school-houses, taken together, reflect much credit on the city; the general tone of character among the scholars is high; the teachers, for patience, earnestness and devotion to their duties, deserve much general commendation. The system of gradation and supervision of the schools, and the entire committal of their management to a single committee of moderate size, are favorable to constant progress, and if faithfully carried out cannot fail to insure a high degree of perfection; with no "school districts" and no "prudential committees," we are free from two of the greatest educational drawbacks complained of by our neighboring towns. We have also a liberal and far-seeing public opinion, which appreciates our Common Schools, and generously responds to all reasonable demands in their behalf.

LYNN.

The schools, during the year, as will be seen by referring to the details hereafter given, have fully sustained themselves. Their progress has been as great as during the past or any previous year; and their general character and standing are satisfactory to the committee. The instruction in most of the branches has, we think, particularly in the grammar schools, been more thorough than it was during the past year. At the examinations, the readiness and accuracy of the pupils, in their replies to the questions which were put to them, indicated a good mental training on their part, and a familiarity with the principles involved in their studies. If there is any study to which this remark will not apply, it is reading; and if the schools fail in any respect, it is in this. Looking at the relations which the several studies bear to each other, reading, as it is the first in order, and the basis of all others, would seem to be entitled to the first rank. It is not the one, however, in which the pupils have been most thoroughly trained, nor does it receive from the teachers that prominent attention which its comparative importance demands. The pupils in the higher classes find little or no difficulty in calling the words, it is true; but in the tones of the voice, enunciation, and regard to emphasis, much improvement might be made. Proficiency in arithmetic is thought to be a better criterion of the character of a school, and of the scholarship of its pupils, than the other studies pursued; and hence more time and attention are devoted to that than are thought necessary for the others. Preparation for admission into the high school is regarded as the standard of instruction to be sought in the grammar schools, and every thing is made subservient to its attainment. Those studies, therefore, in which the examinations for admission there are supposed to be most crit-

ical, are those which receive the most attention. This course, to a certain extent, is perhaps proper; but it should not be pursued to the injury of those whose course of instruction closes with their retirement from grammar schools. With these, those studies which are most important for practical use should receive most attention. Among these, reading will certainly occupy the first place; and a higher standard in this respect would be regarded by the committee as an important improvement.

The discipline of the schools is also satisfactory. There is very generally a ready acquiescence in the prescribed regulations, and a prompt compliance with the requirements of the teachers. Without order and quiet in the school room, little study can be accomplished. But a still higher importance is attached to the discipline of the school room. It should have regard to the formation, by the pupils, of habits of application, respect to superiors, and obedience to law, so indispensable to the business man and the good citizen.

MARBLEHEAD.

There is much in the character of the Free Schools of Marblehead, in their present condition, to encourage the friends of education in earnest and continued effort in their behalf. The retrospect to the committee is pleasing. Within the past year the average attendance upon our schools has sensibly increased, and your committee are convinced that it evinces a growing interest in the welfare of the children of the town, and a promise of an increasing liberality in furnishing the means of public instruction. The spirit which once cavilled at free education is dying away, and a new and better judgment is taking its place. Men no longer ask, Which is the better method of instruction, the private or the free school? The fact that freedom is essential to the perfect development of any system, is beginning to be understood and appreciated. And we think the day is not far distant, when no murmur will be heard among the citizens at any expenditure for public instruction—if demonstrated to be necessary—whether in the building and furnishing of school houses, or in the salaries paid to teachers. There are among the survivors of past generations but few who think the quantity and quality of education which they enjoyed sufficient for any generation to come; an opinion, however, ever entertained only by those who value dollars more than education, or who have no hope of the future, as likely to be freighted with more manliness and a higher intelligence. We believe that the majority of our present population entertain other and quite different ideas upon this subject.

NEWBURY.

As the labors usually devolving upon the school committee have, in a great measure, been performed by other officers of the town, we shall not burden your patience with a very long report of what we have done. There is one thing, however, which the last year's committee commenced and which we have enforced with considerable success, where the parental committees have coöperated—that is, a fuller attendance of scholars at their schools; and though the measures of the committee have met with considerable opposition and dislike, yet we are happy to say that, in some of the schools, the average attendance has never been

so good, when compared with the whole number of scholars ; and we think that the town will acquiesce in the plan which we have pursued.

This committee have felt it to be an inconvenience, detrimental to the good management of the schools, that our body has consisted of too many members to act with desirable harmony, and a knowledge on the part of each one of the plans of the whole ; we would therefore recommend that a smaller number be chosen, or that the town choose some member of the school committee to act as superintendent of schools, and that the other members act as his council ; this could be done by the committee themselves, but we have thought best to propose the plan to the town for its sanction. We are confident, on our part, almost unanimously, that one man could act with more freedom and more to the advantage of the schools than any body of men can, as has been proved in many towns of this State which have chosen such an officer as we propose.

NEWBURYPORT.

The committee gave immediate attention to these pressing wants, and memorialized the city government upon the subject. And, although the particular plans which they recommended were only partially adopted, yet they cannot but rejoice and congratulate the city that so much has been done, and upon the whole so effectively and judiciously, during the year, for the accommodation of our schools. The old town house, upon the Turnpike, has been converted into a beautiful and convenient building for the Brown High School, which has already shown the benefit of this transplanting. A substantial brick building has been erected on Hancock Street, which furnishes excellent rooms for the Grammar Schools of that ward. The building at the east end of the Mall, formerly occupied by the Brown School, has been so fitted up as to make very pleasant accommodations for the Male Primary Schools lately kept in Brown's Square and in Temple Street ; and the good room thus vacated in Temple Street has been appropriated to supply the want which has recently been so much felt, of an additional Primary School for Girls. And all this has been done with very moderate expenditure. The provision proposed for the Primary Schools in Ward One has not yet been carried into effect.

Good school buildings do not of themselves make good schools ; but they are an important means to this great end ; and without them the difficulties of good instruction and of good discipline in our schools are greatly increased. The school-house is, for a large portion of the waking hours of each day, the home of both teacher and scholar. Make this home disagreeable and annoying, and you do much to diminish both the excellence of the teacher's instruction and the attention with which it is heard. His interest in his school, and even his temper, are in danger of suffering. Make the scholar uncomfortable, and he will be restless ; and there will be great risk that this restlessness will seek relief in mischief.

The very idea of a school seems to imply two things—study on the part of the scholar, and instruction on the part of the teacher. The former must of necessity be individual ; it must be performed by each scholar for himself, and it must be performed by him just as if there were no others in the school. The latter also should in part be individual—addressed to a particular scholar, and to meet his particular wants. But, in order to

attain any great efficiency in our schools, it must be chiefly collective; that is, addressed at the same time to a whole class of scholars, and to meet their common wants. If, in a school of fifty, the instruction were all individual, it would amount to only about three minutes in a half day to each pupil. But if this school were instructed in five classes, each pupil would receive on an average instruction for half an hour each half day; if in three classes, for fifty minutes; and if in two classes, for an hour and a quarter. And if the classes are properly constituted, this instruction commonly becomes, through the aid of our social nature, even more effective than if the same amount were addressed to each scholar individually. But for success here, it is indispensable that the pupils in a class should so agree in their powers and proficiency that they can learn the same lessons, and that they may require and be able to appreciate the same kind of instruction. If the agreement is merely general, with many diversities, still it is better that they should be classed than that they should be taught singly. But it is evident that, the closer the agreement is, the more perfect can the system of instruction be made.

A most important step was taken by our predecessors towards a good classification, when they divided our schools into three grades, viz., Primary Schools, Grammar Schools, and High Schools. The course of studies properly belonging to each of these grades requires on an average about four years; so that should a new class enter each year, which is, we think, often enough, there would be a general division of the scholars into four classes. This, with a single teacher to each school, would allow each scholar upon an average nearly forty minutes of instruction each half day, or about an hour and a quarter for the whole day. This was a very great improvement upon the system which had preceded. New studies could now be introduced into the schools, and new progress was made in the old studies. But as, by a beneficent law of Infinite Goodness, good leads to good, and better requires still better, this very improvement showed the necessity of still further improvement. The hour and a quarter, when divided among reading, and spelling, and defining, and writing, and arithmetic, and geography, to say nothing of higher branches, allowed very little time to each study, and, though sufficient for some scholars, was found quite inadequate for the best improvement of the pupils as a whole.

A few years ago, therefore, the process began of increasing the size of our schools, and employing more than one teacher in each of the large schools. The experience of each year has shown more and more the advantage of this. The general division into four classes was found to suit a large grammar school no less than a small one. And, as the large school had now two teachers instead of one, such a general division of duties could be made that each teacher should devote his time to two classes instead of four. The amount of instruction given to each class would now be doubled, and would have reached the point which we regard as ordinarily most advantageous for the pupils in our public schools. We can, of course, only adopt here a general rule. Some scholars profit more than their associates from individual study; while to others the communications of a teacher are more important and more valuable. On the other hand, some teachers are more successful in securing individual study; and others, in imparting knowledge by class instruction. Much depends here, as elsewhere, on the age, genius, taste, and previous training of the

But in general, we believe that, in our common schools, the time is best apportioned when it is equally divided between individual and class instruction, and when these regularly alternate with each other at short intervals. In a High School, these alternate periods of study and instruction may be profitably of about an hour each; but most of the pupils in our Grammar and Primary Schools, we are convinced that they should be shorter, commonly, perhaps, not more than half an hour. Young pupils can usually give but a short time to uninterrupted study; and long recitations become wearisome to them.

The committee have been deeply impressed with the importance of adding this improvement to our Primary Schools. In these schools, the improvement is more difficult than in the higher schools, and it is evident that the younger and less advanced a pupil is, the more does his improvement depend upon the direct instruction of his teacher, and the less upon his own individual study. Until he is able to read, how much can you expect him to do with learning lessons at his seat? And in the first place, after he has learned to read, how long a period of continuous study you require from him, or how much can you expect him to understand his lessons without familiar explanation from his teacher? The importance of this improvement in primary schools forms the subject of an extended argument in the last Annual Report of the able Superintendent of Public Schools in Boston. "If the pupils," he urges, "in the schools for younger children, were classified on the plan adopted for the Grammar, High, and the Latin Schools, the teachers in the Primary Schools would have less than half as many daily class-exercises, and they might render their labors almost twice as useful to their scholars, disciplining their minds aright, and advancing them more rapidly in their studies." At the commencement of the last term, opportunities occurred of uniting some of our Primary Schools, so as to form three double schools upon the plan above recommended. The results, so far as the committee have had an opportunity to observe, have proved highly satisfactory. If their experience attests the correctness of their views, and of the similar views of their predecessors, they cannot but hope that their successors will avail themselves of such opportunities as may from time to time occur, of extending the same improvement to our remaining Primary and Grammar Schools.

From the greater number and variety of studies in our High Schools, a similar completeness of instruction cannot be attained in one of these schools without three teachers. The Female High School has been thus freed from its organization, and has been much indebted for its very satisfactory results to this circumstance, as well as to the excellence and permanence of its instructors.

MIDDLESEX COUNTY.

CAMBRIDGE.

The school committee report, that the past year has been almost unmingled prosperity for the schools of Cambridge changes have been necessary in the establishment. We re most part, the services of our former tried and faithful inst the experience of another year has only served to convince arrangement of studies is judicious, the selection of text-l nate, and that the system is so well balanced as to cause the teachers, the committee, and the citizens generally, to lab harmoniously and efficiently in carrying on the great work o Parents and guardians appear not only to be satisfied with but to be proud of them. We hear no complaints, we receiv strances; and the constantly increasing attendance of paren citizens at the public semi-annual examinations is but one among many that the people feel a lively interest in the su teachers, and do not grudge the cost of maintaining the syst

Perhaps the most decisive test of the efficiency and st public schools is the inability of private schools to sustain with them. Nowhere is this test more fully applied tha bridge, and the result of its application is perfectly satisf population is large, and a fair proportion of the citizens are ous circumstances. Private wealth abounds, as well as the to use this wealth liberally in giving to the children the be instruction which wealth can purchase. In proportion to its Cambridge is as able as Boston to support expensive privat ments of education. But where are such rivals to our High our Grammar Schools? There is one endowed Academy long had possession of the ground, which has the aid of a fund, and has enjoyed the services of many eminent and fai ers; yet, if we may judge from the indications of the last is not likely to exist much longer. No other private in scholars of the same age exists among us, and there appea wish to create one. The number of Cambridge children who are sent to similar establishments in Boston, or elsew small, and seems to be yearly diminishing. If there are a schools for very young children, they have been establish the benefit of the teachers than of the pupils, or children them not so much for the instruction they afford as for the kindly maternal oversight and guardianship which can be ex half a dozen or a dozen scholars, but not over a large schoo then, private schools in Cambridge have been killed out b lence of the public establishments, just as costly exotics in a often displaced by the vigorous vitality of the original chil soil.

We value this fact, not only as a mark of general confid

teachers and of approbation of the system of instruction, but because it tends to the support and improvement of that system. The burden of supporting the Public Schools is less felt when there is no class in the community who are not only obliged to bear their part of that burden, but also feel themselves induced or constrained to meet the very considerable expenses of educating their own children at near or remote private institutions. Moreover, the Public Schools, the natural growth of a republican soil and republican manners, do not and cannot perform all their proper work unless all classes of children are collected in them, the poor being kept in countenance by the rich, and the invidious remark thus disproved, that they are pauper or eleemosynary establishments. The great obstacle to the success of public institutions for education at the South and South-west is, that they are so regarded, and then even the poor become too proud to send their children to them. Here our Common Schools are not only republican, but republicanizing institutions; the children of all classes being brought together in them on a footing of perfect equality, those of the poorest class being elevated in appearance, in manners, and in self-respect, by familiar intercourse with those who come from wealthier parents, and the latter occasionally learning a useful lesson in humility by being outdone in scholarship by those whom they are too prone to regard as their inferiors.

These indirect advantages of a Common School system, standing on a broad and deep foundation in public favor, may not so often attract notice as its immediate and palpable benefits, in raising the moral and intellectual condition of the whole community, purifying the tone of public sentiment, and actually enlarging the economical resources, or the means of wealth, of the nation at large. Yet the former ought not to be lost sight of when we are counting the cost of the establishment, and endeavoring to be frugal at the same time that we are public-spirited and generous. The committee acknowledge with gratitude that the schools already stand high in public estimation, at the same time that they wish to elevate them still further. One gratifying proof that they rest on a solid basis is, that the dissensions of parties and sects, which mar so many public enterprises, never interfere with the prosperity of the schools. Amid the various noises of a school-room, we never hear the din of controversy, either political or religious. Whig and Democrat, Catholic and Protestant, Orthodox and Heterodox, feel an equal interest and an equal pride in the system of public instruction. What is called the republican principle of "rotation in office" is never thrust forward as a reason why we should turn out an efficient and successful teacher, though he has grown gray in the public service. On the contrary, the instructors who are really worthy of their places feel that they hold them by a tenure as secure as that of the Judges in the Supreme Court, whose continuance in office is guaranteed by a clause in the Constitution; and, on the other hand, those who are not worthy of them are conscious that they are in imminent danger of dismissal, whatever good services they may have rendered as Whigs, or however "sound and orthodox" may be their opinions. In one sense, the patronage of the School Committee is considerable. We have under our absolute control, for the year, thirty-eight Public Schools, taught by sixty-one teachers, whose salaries in the aggregate amount to about \$24,000 a year. Yet the newspapers, which often manifest an earnest solicitude

lest the office of a tide-waiter or a constable should be given to an unworthy incumbent, or to one who is unsound in his opinions upon the tariff or the Nebraska Bill, never undertake to interfere with the appointments to the schools; and though the committee may sometimes make a mistake by appointing an incompetent instructor, (a mistake which they are always in a great hurry to rectify,) we have never heard that they were accused, or even suspected, of making an injudicious appointment for political or sectarian reasons. This immunity of the Public Schools from any disturbance by the most frequent causes of public controversy must proceed from an instinctive belief, on the part of the people, that there is something higher and better than political strife or sectarian propagandism, and that something is the system of popular education.

In presenting the claims of the Cambridge Schools to public confidence and regard, the committee are not at all inclined to keep out of view the cost of them. About one-third of the sum annually raised in this city by taxation is expended upon the schools. During the last year, the aggregate of the salaries paid to the teachers has been \$23,987.00; of the incidental expenses, care of school-houses, furniture, &c., \$2,263.26; for fuel, \$1,640.24; for *ordinary* repairs of the buildings, \$1,115.64; * making a total of \$29,006.14. Taking the summer and winter terms together, the average number of children instructed in the schools has been about 3,000, so that the cost per head for tuition has been \$9.67. Any parent would consider this last sum as a very moderate charge to be made by the teacher, if he sent his child to a private school. The sum is not so large in proportion as is paid for Public School instruction in Boston, and some other cities and towns in the Commonwealth. It is large in proportion to the other city expenditures, yet very small when compared with the value received for it, with the number of children taught, and with the extent and thoroughness of the instruction afforded. For this sum, all the children in Cambridge, between five and eighteen years of age, have a course of instruction opened to them, extending from the first lessons in the alphabet to the completion of the course in the High School, which course includes an introduction to the Latin, Greek, and French languages, all branches of mathematical knowledge below the Calculus, nearly all that can be taught in school respecting the English language and literature, and as much knowledge of the elements of the moral and physical sciences as is usually attained before entering college. It is not too much to say, that what is now taught in the Cambridge public schools is equal in extent and practical value to the best education which our colleges could afford three-quarters of a century ago. Is the sum of \$29,006 a year too much to be paid for opening the avenue to such an education to 3,000 children? It is true that comparatively a small number of them avail themselves of the *whole* of these advantages. But the course is open to all who have time and inclination to complete it. Forty or fifty do complete it each year by graduating at the High School; and those who advance no farther than the end of the Grammar School course, still enter upon

* During the last year, there have also been expended \$2,674.76 for the completion of the Putnam School building, and \$570.00 for repair of damage to the Harvard School building by fire. These two sums are properly chargeable to construction account.

the active duties of life with a better education than is attainable by one European child out of a thousand. Can it be said that the other two-thirds of the annual expenditure of the city of Cambridge produce equally extensive and valuable results with those here enumerated?

The Committee have recently deemed it necessary to adopt one measure, which will nominally increase in a moderate degree the expenditure on the schools for the future. It is matter of common observation, that the value of money has been depreciating ever since 1850, or, what amounts to the same thing, that there has been a general rise of prices.

It is due to the instructors of our public schools, than whom a more useful and deserving class does not exist in the community, to say, that they have been the last to ask for, and the last to receive, their share in this general rise of wages. The School Committee take all shame to themselves that they have allowed the action of Cambridge in this respect to be anticipated by that of Boston, Roxbury, Charlestown, Worcester, and several other cities in the Commonwealth. But after giving the subject full consideration, they at last voted unanimously a moderate increase of the salaries of the teachers, to take effect from the 1st of March, 1854. This increase amounts altogether only to \$2,725, being an addition of less than twelve per cent. to the sum paid for salaries the last year. The larger portion of this increase has been allotted by the Committee to the male teachers, who, being married men, with families to support, have necessarily suffered most from the rise of prices. Furthermore, the higher class of our female teachers already receive salaries not more than fifteen or twenty per cent. below those of the corresponding class in Boston; while even the enlarged pay of the principals of our Grammar Schools is still thirty-three per cent. less than that of their brethren in the neighboring city. To all the female instructors who were receiving not more than \$300 a year, the Committee voted an addition of only \$25 per annum.

CHARLESTOWN.

The principle, that every child should have a right to share educational advantages, and that property should pay for them, is a sound one; and were an order to go out depriving any portion of the youth from the enjoyment of this right, it would create a stamp-act ferment. And yet it is no less strange than true, that there are in this city, as in every large city, many who do not avail themselves of these priceless advantages that are thus so freely provided for them. This neglect is intimately connected with the subject of juvenile vagrancy and crime. During the past year efforts have been made to check this in this city. Though the truant laws have been in force, yet the milder corrective process of personal intercourse with the youth and with parents and guardians has been more effectually resorted to.

The Board appointed Rev. O. C. Everett, one of its number, as a special agent to look after truants, and he was induced to accept on the understanding that he was to act rather the part of a friend and counsellor than that of a police. In such a spirit he applied himself to efforts to check the neglect of early opportunities for instruction, and his labors have been both with the parents and with the young. In the discharge of such a duty he has made an elaborate report to the Board containing the results of his observations.

On applying to the teachers of the Grammar Schools, the gratifying fact was established that truancy among their regular pupils was not an extensive evil. Two of the schools afforded a list of two each, one of four, and one of ten names. Thus, truancy, or absence from school without the parents' permission, was not a widespread evil. Absence from school with the consent of parents is no uncommon occurrence. But another gratifying fact was elicited; that the great irregularity in the attendance was on the part of a few, which, of course, depreciated the average attendance of the whole school. Even with this drawback of a few, the average attendance of the regular pupils is significant, for in the first divisions of the Grammar School it is as high as eighty-seven per cent., and in the lower divisions it does not fall below eighty-one per cent. On this result the report remarks, "When we consider the great diminution in averaging, which is caused by the irregular attendance of a very few, and especially by the great diminution of members on stormy days, we may well be proud of our excellent system, showing a very fair interest on the part of pupils and parents, and that the teachers have not been idle or labored in vain. There is doubtless more irregularity than there ought to be. Many trifling excuses are allowed, which a proper regard for the importance of education will not for a moment tolerate. We may take courage, however, that the system of education here established works, if not perfectly, yet admirably."

The report of the agent presents facts of interest as to the localities where the most neglect to attend school is seen, and as to the causes of this neglect. He names three, the Fitchburg Railroad Depot, the Point, and the Navy Yard Gate. The report remarks as to the latter:—

"I visited more frequently in the neighborhood of the Navy Yard Gate, and have succeeded in securing several at the Intermediate School. Several also found employment. My visits thus far seemed to have had some influence, as they bestirred the young, or their parents, to seek situations of usefulness. I endeavored to see and speak with the parents and their children, and to set before them the advantages of education, and the evils of vagrancy and ignorance. In a few cases I provided suitable clothing, and so encouraged their attendance on school."

In relation to the causes of truancy the report states: "I have endeavored to find the causes of truancy, that some remedy may be suggested. The evil exists chiefly among the children of foreign parents, and proceeds in part from the ignorance, poverty and inefficiency of parents, and in part from the temptations to which the young are exposed, and in part to the want of interest in their schools and studies. An efficient parent will not allow the habit of truancy to be formed, and an intelligent parent will not be deceived, blinded, cajoled by the artifices and excuses of the young. The first offences are too often palliated and excused, and later offences are committed and unheeded. Many parents, therefore, have only their own weak folly to blame for the confirmed truancy and gross ignorance of their children.

"The poverty of parents sometimes leads to this evil. The mean and ragged garment deters the young from attendance. The tardiness occasioned by the disorderly habits of the household, and by the irregularities of the timepiece, induces others to stay away, while the igno-

nance or absence of the parent prevents an excuse being written or obtained. The scanty supply on the table drives others into the streets, to improve any opportunity to get a few coppers wherewith to gratify more than the cravings of hunger. So far as the parents are in fault, this can be remedied only by timely aid and judicious counsel. They need friendly visits from teachers, that they may be informed of the regulation of the school and the government of the teachers, and encouraged in their endeavor to manage a numerous household and prepare them for a decent appearance in school."

The great object is, to induce all the youth of the city to avail themselves of the benefits of a thorough system of education. But it is too true that there are numbers here who in the dawn of life neglect such opportunities. In such cases the causes may be traced to deficient home management. Some pursue a course of vagrancy; others neglect school to gain the pittance necessary to support their parents; a few are truants; some are stained with early crime. Juvenile neglect and carelessness and depravity are the usual incidents of city life. How many of the youth of this population are thus growing up, there is no means of knowing. The city has no adequate means provided whereby properly to treat this juvenile disease. It needs a house of reformation for juvenile offenders. During the last year, in a few cases of plying, the offenders have been sentenced to the State Reform School.

This subject is earnestly commended to parents and guardians. In connection with it, is the prevalent habit of allowing boys who attend school to be in the streets evenings, and even until late at night. This practice is pregnant with many evils. In fact, the whole system of home management bears intimately and powerfully on the welfare of the schools. It should be constantly remembered that the parents, guardians, or friends of the pupils can do much to aid the teachers and the committee in the work of education. Indeed, it is not so easy to measure the extent as it is to witness the effects of home influence on the public schools. It can injure them, or it can benefit them. It can add to the evils of tardiness and absences by undue indulgence in granting excuses, or it can insure regular attendance by constantly enjoining punctuality; it can render healthy government difficult, if not impossible, by listening too readily to exaggerated representations as to discipline, or it can make discipline easy and salutary by conferring in a spirit of confidence with the committee or teachers in difficult cases, and by inculcating the duty of cheerful obedience to the rules of the school; it can make a resort to corporal punishment at times a necessity, by relying on it as the chief means to insure good behavior, or, by habitually employing the modes of kindness and persuasion, it can do much to banish the rod entirely from the school-room; it can be indifferent to the intellectual or moral progress of the scholar, and thus beget indifference in return, or it can keep the watchful eye on the conduct, and exhibit the sympathizing interest in the studies, and thus awaken powers, foster zeal, and encourage youthful and susceptible minds and hearts to go steadily on in the path of progress. The proper home influence most assuredly will aid immensely the efforts of the capable and faithful teacher; and the great fact cannot be too often or too earnestly presented.

The care of the schools has become as important as it laborious.

The duty of watching the progress of thirty-six hundred children, of seeing that no abuse creeps into their government, or that no sluggishness pervades their instructors, is of itself an onerous work. It would be beneficial to have the criticism of one fully competent mind on all. In addition to this, there are the varied labors of discipline, the care of the rooms and the selection of teachers. So large has become the interest to be looked after, that the expediency of employing a superintendent of the schools has been often suggested. This, however, the committee leave for the consideration of their successors, with the expression of the opinion that such an officer would render valuable service to the city.

FRAMINGHAM.

Widely different views prevail in regard to the theory and methods of education. While there is general agreement in reference to the growing estimate of its importance, diverse and conflicting opinions are adopted as to the primary purpose of education, and of course as to the methods of attaining it; for the theory of education which is adopted will subordinate all the processes to itself. Complaints are urged against teachers, not unfrequently, for introducing methods of instruction which have the sanction, not only of your school committee, but of the Board of Education and the most experienced and successful educators in the country. The chief cause of these objections appears to be the novelty of the measures adopted. The reasons that favor them are not understood. The whole subject, therefore, requires discussion.

It is especially demanded, by the peculiar state of our educational interests, to present to our fellow-citizens those considerations of a general nature which most directly affect the welfare of our schools. In regard to these fundamental principles, there is need of harmony of sentiment and of action between the committee, teachers and parents. The plans of your committee cannot be carried out successfully without the general and cordial coöperation of parents.

Before giving a "detailed report of the condition of our schools," it seems to be necessary, to meet our own exigencies as well as the requirements of the law, to "point out particular improvements and defects, and also to make such suggestions as will best promote the interests and increase the usefulness of our schools."

The Purpose of Education.—Many parents seem to labor under the mistaken impression that the attainment of knowledge is the first and chief thing to be aimed at in school, while the training of the faculties is regarded by them as a matter of secondary importance. The power of repeating, parrot-like, what has been crowded into the memory, is looked upon as the highest evidence of scholarship. The quantity, rather than the quality, of attainment, is with them the test of improvement. The great work of education is thus reduced to a mere system of mnemotechny. Instead of seeking to discipline and develop the faculties of the pupil, his mind is treated as a mere receptacle, which is somehow—and in their view it matters little how—to be filled.

It is not strange that, where such views prevail, a mechanical method of instruction should be adopted, which goes through a certain routine of mnemonic exercises, without any definite aim to train the mind and awaken thought and reflection. Nor should it be a matter of surprise,

when we witness the legitimate results of such a system, and see pupils pass through the ordinary course of study with little control over their minds, utterly deficient in the power of application, with little interest in study, and without any purpose or prospect of future improvement. Thus the most ample and varied acquisitions become of little worth, because there is no power to use them, to arrange and classify them, and form new combinations. For it is the power of using the faculties and resources of the mind in which lies the secret of success.

All the elements of the several branches may be fixed indelibly in a child's memory; he may have the leading facts and principles of the sciences upon his tongue's end, and become a walking encyclopædia, and yet be only a learned driveller. He can tell you what he has read or heard, and nothing more. Take him off the beaten track—ask him any inference from the stores which he has gained memoriter—and he is dumb. He has not learned to think for himself, nor ever dreamed that the great object of all study is to draw out and exercise the reflective faculties.

The habit of learning words and formal propositions, without understanding their meaning, is still too prevalent in our schools. This practice arises from the mistaken theory of education under consideration. Such superficial attainments are always chaotic, and often worse than useless. They lead the pupil complacently to imagine that he has the substance, when he has only the shell and semblance, of knowledge. He has studied the book, but not the subject of which it treats. A sense of our ignorance is the first step towards knowledge; but a system of instruction which leads pupils to over-estimate their attainments, fosters conceit and indolence, and removes the incentives to study.

When a teacher retains a school for a single term only,—as has formerly been the practice in this town,—he finds it easier to hear recitations repeated by rote than to secure the thorough comprehension of the principles which they involve. He is strongly tempted to overtask the memory, for the sake of flattering parents with the desired tokens of progress. This course is more productive of immediate and showy results. It is supposed to make a fine display at examinations. Hence the lesson must be committed to memory, whether understood or not. The pupils must rehearse fluently, although, to borrow a simile of Lord Bolingbroke, "they rattle on as meaningless as alarm clocks that have been prematurely sprung."

It sometimes appears to be the chief aim of the teacher, and still more generally of parents, to secure simply a rapid rehearsal of lessons and text books—as if the repetition of the words, with a voluble tongue, was ample evidence of the acquirement and comprehension of the thoughts. But it is doing violence to the soul, to its innate love of truth, and of growth by the nutriment of truth, to feed it thus with the mere "husks of knowledge, rather than knowledge itself." Such training is quite as likely to make pupils flippant as fluent. They learn every thing, and know nothing. They pursue too many studies at a time, and are encouraged to enter upon advanced studies before they understand the simple rudiments. They forget that true progress depends less on the number of branches pursued than on the thoroughness with which a few are mastered. Undertaking to learn too much, they become smatterers in every thing. Their acquirements are as superficial as they are exten-

sive. Their knowledge will be more apt to make them wordy than and

“ Words are like leaves ; and where they most abound,
Much fruit of sense is rarely found.”

They seem to act upon the principle that “ knowledge is power, not in the sense of the great author of this maxim, who also tells us “ knowledge is the concoction of reading into *judgment*.”

Your Committee have not been able wholly to remedy this evil in our schools. A serious difficulty is found in the want of just and telligent views upon the subject. It is not always the teacher, most popular with the parents, who seems to your Committee to be doing the best work for our children.

The evils to which we have adverted are the natural result of an erroneous, but prevalent, idea as to the primary object of education. This error is fundamental. It would greatly impair the best system of instruction. Correct views on this point are of so much importance to justify and demand a full discussion of the subject in the report of your committee. It is very desirable that parents, as well as teachers, should thoroughly investigate this topic, and acquire definite and settled views upon it, in order that there may be harmony of opinion and sentiment, and efficient coöperation between them.

A want of agreement and of concurrent action on this point has been the occasion of serious embarrassment to our teachers. Parents frequently complain because their children are “ put back.” One of the greatest obstacles to thoroughness, and one which our teachers are continually encountering, is found in the impatience of pupils at being encouraged and sustained by the undue eagerness of parents to have their children get through the text books.

It should therefore be clearly understood, that the object of education is always twofold—the acquirement of knowledge and of mental discipline, but that the latter of these is by far the most important.

The training of the mind is of more consequence than the storing of the mind with facts. However valuable these may be, they should be learned not primarily for their own sake, but as instruments of forming good mental habits. All the teacher's plans and methods of instruction should be modified by the paramount consideration that the present studies are to be pursued, not as ends, but as means, to the higher studies of drilling and developing the mental powers. Knowledge is essential to education, but, as we have already shown, does not constitute it. If right habits of mental activity and self-reliance are formed, knowledge will come in due time, as a matter of course. Any knowledge without mental discipline will be of little use. It is the discipline of the intellectual and moral faculties that constitutes the man, and gives him his individual character and power. It is the means of this discipline that he will be able to excel in any pursuit or profession.

Boys or girls educated on the system advocated will have clear ideas and know what they are talking about, when they talk at all. When they undertake to write, they will be capable of concentrating all their thoughts upon a given subject, and will write sensibly and to the point. When they are called, in the business of life, to decide in some novel emergency,

They will think accurately and decide promptly, because they know where to look for the solution of the problem. The wide field of knowledge is no longer a labyrinth to them, for they hold a clew to it in a thoroughly disciplined mind.

Now, the object of the common school is not to finish the education, but to lay the foundation for future and higher attainments; to teach the pupil how to study, and to inspire him with a love of learning. If this be done, he will, for the rest, educate himself. He will feel that education is only begun when his school days are ended. To complete it, will be the aim and pleasure of his life. Place him where you will, let his calling be what it may, he will find leisure for study, and will feel an insatiable desire for self-improvement. Every child can ordinarily be so trained that he will be a scholar through life, and occupy the intervals of labor and business engagements in the cherished work of mental improvement. This great end of study should determine the methods of instruction. Such discipline is not to be gained by learning few text books by rote, nor by any degree of skill in mnemonics. It is the result of mental discipline, secured by close application and the thorough understanding of every branch pursued.

From what has been said, it is obvious that it is the teacher's chief business to see, not how much he can get into the heads of his pupils, but how much he can get out of them. Drawing out is, in the end, the right way to put in. The culture of the mind is to be measured, not by what it contains, but by what it can do. Efficiency is the proper test of mental improvement.

Enough has been said to show that the teacher should make every effort to awaken and sustain a spirit of self-reliance. He should throw the pupil upon his own resources, and make him feel that he must train himself by his own efforts. In reference to education it is preëminently true, that "every one is the architect of his own fortune." In the breast of each pupil are the germs of those plastic faculties which he can mould and shape as he will, and which, if rightly trained, will secure usefulness and happiness. They are always the best taught who in the highest sense or term are self-taught, who make use of the lessons of their teachers chiefly as guides in the work of self-training. The best scholars in our schools are those who lean least upon their instructors, and rely most upon themselves.

It is the teacher's office not so much to impart knowledge as to show his pupils how to get it, to give a strong impulse to their minds, and lead them, in conscious self-reliance, to put forth their utmost energies. He will thus inspire them with a love of study and a delight in mastering difficulties, till they feel all the incitements of victors, and are encouraged to go on from conquest to conquest.

To train a school to such habits of study is no easy task. Under the most favorable circumstances, it will involve great difficulty and demand persevering effort. The accomplishment of this one result is the greatest achievement of the successful teacher. It is the cardinal secret of a good education. These principles should guide us in the selection of teachers; and any one who, on trial, is found to lack this important faculty, however excellent in other respects, and however popular in the district, is not equal to the responsible task assumed. It is a radical defect, for

which no degree of literary attainments or suavity of manners can compensate.

Importance of thoroughly qualified and permanent Teachers.—Under our old system of semi-annual changes—with male teachers in the winter and females in the summer—such a result as we have above described is little less than an impossibility. There can be no definite system, no well-defined plan, consistently sustained and carried out. It often requires nearly a term to initiate a new teacher into the plans of the committee. He cannot, in less time, get his own plans and processes fully into successful operation; and the result is, the neglect of system. The conviction, that there will not be time to carry out any settled policy, discourages the attempt.

When employed for a single term, our teachers uniformly said that they accomplished very much more the last half of the term than they could effect in the first. Our old practice of "rotation in office" involved a dead loss of more than thirty per cent. of our expenditures for schools. It is a conceded point, among successful teachers, that a second term is worth one-third more than the first. A teacher must *learn* his pupils before he can successfully *teach* them. Until he knows the peculiarities, the attainments and wants of each pupil, he cannot adapt himself to them, and must work in the dark. But a permanent teacher, who knows every scholar, every class, can enter upon a new term without any abatement of interest, and at the outset suit the modes of instruction to the character and standing of each pupil.

What would be the effect of a semi-annual change of clerks and book-keepers in our mercantile establishments, or of superintendents and overseers in our manufactories, or of financiers in our banks? Shrewd business men never make such blunders. Such changes would be ruinous to any worldly enterprise; and the evils are, to say the least, no less ruinous in schools. No one can teach *thoroughly* without a *thorough* acquaintance with his pupil. He must learn both the faults and excellences of his heart, and the difficult and easy processes of his mind. He must avail himself of every means to find out his entire character, as a discriminating physician watches closely all the symptoms of his patient. To decide what ought to be done for him, he must know what he is. However large the school, an intimate knowledge of each pupil is essential to his thorough instruction. This knowledge cannot be obtained intuitively, or by the facile process of phrenology. It is only the result of patient and long-continued study; and it is worth all the labor it costs. This most valuable acquisition belongs only to the permanent teacher. It is his most available capital.

The *studies* and *training* of teachers should be such as to facilitate the knowledge of individual character, and enable them to analyze the mind of a child—to understand its elementary powers, and their mutual connection and dependence, and the order and method in which they are to be addressed and developed. It is the great business of the teacher to work upon the mind. It is in the sphere of mind that he lives, and acts, and operates. Hence it is obvious that he should understand the philosophy of the mind. Its profound and comprehensive principles should be familiar truths. The art of applying these principles should be no less diligently studied. It deserves the name of an Art. In its right culture and exercise, as well as in its refining, elevating, æsthetic

influence, it is not a whit inferior to the noblest arts. It is an art based on the noblest science—that of mind; and directed to the noblest end—the culture of the immortal soul.

In the Normal School, the theory and practice of education are studied both as a science and an art. Teaching assumes the character of a distinct profession; and no profession more imperatively demands a distinct school for instruction in its appropriate science. It is a difficult science. It includes, as already indicated, the study of character—the laws and capacities of the juvenile mind—the philosophy of persuasion, of discipline, and of influence, in its application to the young. The highest literary attainments can form no substitute for this knowledge of character.

The process of studying any given subject for the mere purpose of recitation is a very different thing from that required for the purpose of teaching the same branch. The one exercises chiefly the memory, the other the judgment. But when a subject is studied, with the intention of explaining every difficulty it contains to the comprehension of a child, it must be thoroughly understood in itself and in all its collateral relations. There is a great variety of methods of illustrating the same lesson; and only the teacher who understands both his profession and the character of his pupils can adapt the countless varieties of method to the various diversities of mind. The teacher should understand the best methods to subdue the obstinate, stimulate the indolent, arouse the stupid, and make the careless hunger and thirst for knowledge, and to win the confidence and affection of all. Bad habits are to be broken up, evil tendencies to be checked, the attractions of virtue to be set forth, and the sanctions of religion to be taught. Surely this is a great work, in which the most exalted talents, enriched by all the treasures of science, will find ample employment for all their resources. How great, then, is the responsibility of the teacher!

Shall we commit the guidance of such precious interests, for both worlds, to every college stripling who resorts to teaching, during his winter vacation, as a temporary and often very tedious expedient to replenish an empty pocket? or to any persons who can find nothing else to do in the interval of their summer labors? Shall those who despair of success in any other employment be allowed to take up school-keeping as an ultimate resource?

It may be thought by some that we have drawn too high a standard of qualifications, especially for the teachers in our Primary Schools. We are aware that it is a current opinion, that teachers of inferior attainments will answer for primary schools, and that almost any body can teach small children. But this is a great mistake. It is all-important to start aright in study, to have skilful and thorough instruction in the very first and simplest rudiments. In education, that which comes earliest transcends every thing else in importance. Habits of study are very soon formed; and when once formed, it is almost impossible to change them. The vent and bias of pliant childhood will shape and direct the growth of maturer years.

“The dewdrop on the infant plant
Has warped the giant oak forever.”

"The Mind—impressible and soft—with ease
Imbibes and copies what she hears and sees,
And through life's labyrinth holds fast the clue
That first instruction gives her—false or true."

Above all others should the teacher of the primary school be vigilant, and competent

"To guide its first development, to watch
The dawn of little thoughts—to see and aid
Almost its very growth."

It is necessary for such a teacher to have clear and settled views as to what faculties are to be first called into exercise, and the true method to teach each subject to *beginners*. Their fondness or aversion for study, the thoroughness or superficialness of all future attainments, will depend very much upon their first methods of instruction. A disrelish for study—deep, settled and lasting as life—is often formed in the primary school.

There are numerous instances of those, who have been pronounced dull and unpromising by their first teachers, who have made great proficiency as soon as they came under the influence of instructors who understood them, who had the sagacity to perceive their peculiar character and wants, and the skill to adapt the processes of instruction to their peculiarities of mind. To cite one of the many examples that might be given: the early teacher of the celebrated Dr. Adam Clarke often chastised him for his dulness, and expressed his fears that he never could be made to learn. His apprehensions would probably have proved true, and the slumbering powers of the lad remained undeveloped, had he not come under better influences. But, fortunately for him, at the age of eight years he was placed under a teacher who at once discovered his latent talent, and who knew how to develop it, and who, by kindness and encouragement, by methods adapted to his peculiar state and disposition, aroused the dormant energies of his mind.

Male Teachers.—There are very few male teachers now offering for our winter schools who have given any attention to a proper preparation for this great work. They are usually but partially educated, and that education had no reference to teaching. They take it up as a catch-penny business at odd intervals, without experience, and with no thought of making it a permanent business, with little interest in the work, and often with a positive and strong aversion to it, and, as a natural consequence, with little care whether they succeed or not. The rapid expansion of business, of late, has increased the demand for competent young men. Those who have the requisite qualifications to make teachers, avoid this poorly-paid profession, and readily obtain some more lucrative employment. Those who offer from our colleges—it is said—are usually indigent young men, and should therefore be employed in our schools as means of assisting them in their education. We do not deny that they are worthy and excellent young men—often young men of great promise. We heartily sympathize with them in their pecuniary embarrassments. They deserve all honor for their earnest and persevering efforts. They ought to be encouraged and supplied with the needful "material aid." But this aid should be given in some better way.

The precious interests of education should not be committed to those

make it only a temporary resource in the prosecution of some other
g or profession.

" Ah, let not, then, unskilful hands attempt
To play the harp where tones, where living tones,
Are left forever in the strings! Better far
That heaven's lightnings blast his very soul,
And sink it back to Chaos' lowest depths,
Than knowingly, by word or deed, he send
A blight upon the trusting mind of youth."

ere is happily no longer any necessity for employing any other
competent and well-trained teachers. Our High Schools and
emies, and, more than all, our Institutes and Normal Schools, are
ying the increasing demand for thoroughly qualified female teach-
r our public schools.

male Teachers.—The Common Schools of this town are now all
icted by female teachers, and their wages are usually about half
of male teachers. Hence, by this change, we have been able to
an additional term, and secure annual schools. If male teachers
een employed, the fall term must have been given up. So far, the
iment has demonstrated the wisdom and propriety of the change.

committee are confident that the schools have never, within their
ledge, been in so encouraging a condition as they now are. While
re painfully sensible of remaining deficiencies, and the urgent need
ill greater advancement, we unhesitatingly affirm that, relatively to
ast, they are in a very promising state; and we respectfully request
its and friends of education, in order to verify this statement, to
and examine them, and compare them with our schools as they were
years ago. We are confident that they will find cheering indica-
of more thorough scholarship and of more solid attainments.
has been clearly evinced at our regular visits at the schools, and at
losing examinations, and also in the examination of candidates for
High School at the Centre. Indeed it is made necessary, on this
unt, materially to advance the requisitions of admission to the High
ol. These examinations form a very good test of the state of our
mon Schools; and of late they have furnished encouraging evidence
eir general progress and improvement.

males seem to be better adapted by nature to the work of teach-

There is more truth than hyperbole in a remark recently made to
ly of teachers by Dr. Wayland, that "it is a rare thing to find a
who has a gift for teaching, and it is an equally rare thing to find a
in who cannot teach well." It is "a rare thing" to find men who
a peculiar tact for teaching the young. Experience evinces their
tation to their ordinary and appropriate pursuits. A larger propor-
of men are found to distinguish themselves for ability and success
her departments of life than in the profession of teaching. But a
number of male teachers leave their impress clearly marked upon
pupils. They lack the requisite patience and perseverance in little
—the quick discernment of character—the sympathy and sensi-
to penetrate the youthful spirit and arouse its dormant faculties.
re all, they are destitute of those delicate arts which are so requisite
in the affections of children, to call forth and direct their earliest

aspirations, and to impart the requisite impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a more bountiful share of these desirable qualities.

In our high schools and colleges—where mind, in its maturing state and fuller development, is stimulated by the strongest incentives to study, and subjected to the severest discipline, and led onward into the higher departments of literature and science—it is obviously better to employ permanent male teachers. But in all elementary instruction, the very structure of her mind fits woman for the task. Nature has marked her out for this great work. Outside of the family, she nowhere seems so truly to occupy her appropriate sphere. All her attainments and powers can here be actively and earnestly employed. The work is adapted to her mental and moral constitution. No occupation harmonizes better with her character, or yields her more genuine pleasure.

The leading objection to the policy here advocated is founded on the supposition that delicate and timid women will not succeed so well in the government of a school in which rough and refractory boys are gathered together. This is the most common and plausible objection, and is worthy of respectful consideration. It was formerly supposed that physical strength was a prime characteristic of a good disciplinarian, and that brute force was the chief agency in school government. The objection under consideration has some affinity to this antiquated notion. Horace Mann has well said, "A man may keep a difficult school by means of authority and physical force; a woman can do it only by dignity of character, affection, and such a superiority in attainment as is too conspicuous to be questioned." A silent moral power ought to reign in the school-room, rather than ostentatious and coercive measures. Its influence is more happy, effective and permanent. Corporal punishments may be used as a dernier resort in extreme cases. But true wisdom and skill in school government consist in the prevention, rather than in the punishment, of offences—in cultivating the better feelings of our nature—truthfulness, generosity, kindness and self-respect. Such influences women are preëminently fitted to wield. Refined and ladylike manners, with a mellow and winning voice, will exert a peculiar sway, even upon the rudest and most unmannerly youth. There is a silent power in the very face of a teacher beaming with love for her pupils, and enthusiasm in her noble work. We will cite a single fact, out of many others which might be given, if needed, to corroborate this view.

The school in District No. 8 has been regarded as by no means the easiest to govern. The last male teacher of that school, although using the rod with some freedom and severity, signally failed in the maintenance of order. His authority was openly resisted. The female teachers subsequently employed have governed the school without difficulty. During the last winter, the whole number of pupils was over fifty. Fourteen were over fifteen years of age, five over seventeen, and one over twenty. But the government of the teacher was easy and persuasive, yet dignified and firm. Her intelligence, skill, tact and kindness, made the school a model of good order. In the accomplishment of this happy result she was materially assisted by the cheerful support and

prompt coöperation of the district. Indeed, without such, the best teachers will not succeed. Unfortunately, our experience during the last year suggests a sad illustration of this fact. In one district, and happily in but one, some of the children were evidently not encouraged by their parents to respect their teacher and obey her requirements. Strong outside influences were continually operating against the order of the school. Its failure was early predicted; and the friends of the school in the district assure your committee that no little effort seemed to them to be made to verify that prediction. It is not strange, under such embarrassments, that a teacher of excellent qualifications and large and successful experience should encounter a determined spirit of misrule and insubordination. That the fault was not in the teacher, may be inferred from the fact that subsequently, in a larger and more difficult school, her tact, fidelity and kindness have not only secured good order and improvement, but in an unusual degree endeared her to her pupils and their parents.

Order in School.—We would not be understood, by what has been said, to underrate the importance of good government. Order is the school's first law. We may as well expect the course of Nature to change as to have children properly trained in school without subordination. We can have, and we will have, proper discipline in our schools. The scholars must understand this, and be led to expect nothing else. Let the government be firm, yet kind, impartial and uniform. Let our teachers be sustained by the prompt co-operation of parents, and there will be little difficulty in maintaining order under female teachers. Uniformity in all the regulations of a school is indispensable. It will not do to be strict one day, and lenient the next. Let our teachers show a firm, constant and unwavering determination to be obeyed in every reasonable direction, and obedience will become the habit of the school. Hardly any thing can have a worse tendency than to command, and not be obeyed—to make laws, and not insist invariably on their observance. Disorder and confusion must be the consequence. Without uniformity and firmness of purpose in the government of a school, it is impossible to make it pleasant to the teacher or profitable to the scholar.

Institutes.—We would here repeat and urge a request often given, but not always heeded, that our teachers endeavor to attend at least one Institute each year. An Institute is now annually held somewhere in this vicinity, at which board is usually furnished gratuitously to female teachers. The advantages are obvious and abundant, even to those who have enjoyed the benefits of the Normal School. The methods of instruction are constantly improving, and no one worthy of the responsible office of teacher will be content with past attainments, however great. Whenever any teacher tires in the work of self-culture, he should, to borrow a military phrase, be at once relieved from his post. Your committee have formerly felt compelled, for this reason, to dismiss some who had been very fair teachers. Making no effort to keep up with the times, they naturally fell into a lifeless, humdrum monotony; and when the interest of a teacher flags, the spirit and life of the school will not long survive. The Institute furnishes to all our teachers a brief and convenient opportunity of learning and comparing the most improved methods of instruction. It is also well adapted to promote the acquaintance of teachers with one another, and promoting among

them a degree of professional enthusiasm and generous emulation. Institutes are valuable, not so much for the amount of instruction given as for the impulse imparted in the work of self-improvement and the culture of the teaching capacity.

LINCOLN.

We have been now trying for the last sixteen months a system of graded schools, consisting of a Primary department in the East, North, and Centre Districts, and a central High School open to all; the South School, owing to the distance of that District from the location of the High School, remaining nearly as before. We have had time to witness some of the effects of the new plan. Have we any reason to question the wisdom of its adoption? Look at the High School, attended by about forty scholars, collected from different parts of the town. It has unquestionably conferred upon those scholars advantages vastly superior to those that could be had in any ungraded district school, though consisting of no greater number, and continued for the same period of time. In a district school, little can be done beyond teaching the common branches required in all our schools. Or if more is attempted, the teacher's time is divided among a multitude of duties, and justice is not done to any of them. But here, the higher classes of our schools are brought together, and they may pursue not only the common branches of study in their advanced stages, but may ascend to higher departments of knowledge, such as our children could pursue only by leaving home for some distant academy or expensive private school. The sphere of education is here widened before them, and their minds are furnished with important knowledge, and their mental powers with a discipline, of which they would otherwise, in most cases, remain through life destitute.

Nor is this all. This school is justly termed a High School, and for more reasons than one. Let it be well conducted, as it has been the past year, and its effect is to elevate the sentiments, the taste, the manners of the pupils. It gives no room for the awkwardness, vulgarity, and rudeness in behavior and speech that are too generally tolerated, and sometimes encouraged, even in common district schools. It inspires with the spirit of improvement those who at the District School have found nothing to awaken their slumbering energies. It introduces its pupils into a higher civilization and refinement, and does what otherwise might not be done to prepare them for occupying exalted positions in social life, and for doing much for the welfare of their fellow-men.

Are these benefits, or others that might here be named, confined to those individuals who attend the school? By no means. The spirit of improvement here imbibed goes home with them, and the whole family feel its inspiration. The intellectual light that is kept burning here sends its rays abroad through the community. The refining process here commenced is carried into the social circle. The lessons of politeness and courtesy that may and should be learned here will be repeated at every fireside, and practised in every relation in life.

Is it still said that the High School is but a local affair, an advantage, chiefly to the centre of the town, to few indeed beyond the limits of the Centre district? But this we believe is not correct. Very few are the families in the East and North districts that have not sent, or cannot send, children of eleven years and upwards to this school. The town

is considered the South district as too distant to derive from it much immediate advantage, and has therefore granted that district its due share of the school money for its own school. But if children, say of fourteen years and more, should attend this school from one half of the families of that district, they would not be going a greater distance to school than did many in our own school days, and still more in the days of our fathers, and that, too, without injury or serious discomfort.

But suppose there are portions of the town beyond the reach of the direct advantages of such a school? Are there not indirect advantages attending from it to all? Is it not better for those children that cannot enjoy the privileges it affords to have intelligent and cultivated associates, than if all were to remain upon the same low level with themselves?

Suppose they grow up together to mature life, and become fellow-citizens of the same town or neighborhood. Is it not preferable to live among a people characterized for their cultivation and intelligence, than in a place that bears perhaps some opprobrious nickname in the country round, on account of the ignorance and rudeness of its inhabitants?

But it is feared that the children of our Primary Schools suffer in consequence of this graded system. Of this, too, we see no good evidence. It is true, we find a smaller number of scholars, and less work accomplished, when we visit these Primary Schools, than we did in the same school-house when children of all ages attended them. But we do not support schools simply to make an imposing appearance before visitors. The only question of importance is, Do the children now in our Primary Schools reap less advantage from attending school, or make less progress, than those same children would if they and the older children now in the High School were all to be brought together, as formerly, under the same instructor? We believe not. The advantage they derive from having the whole time and attention of the teacher devoted to them is manifestly greater than any they would receive from being thrown together with larger scholars, in more crowded schools.

The more, then, we sift this matter, the deeper is our conviction, that for the town to dismiss the High School, and revert back to the old plan of District Schools, would be an act of madness, an act that would best find its parallel in barbarous times. It would be so, if the whole expense of maintaining the High School were defrayed by the town. But the sum which the town devotes to that school would only be enough to maintain a common district school for about six months in the year, and this very economical appropriation of the town calls out a liberal private subscription for the cause of education among us; but without such an appropriation, there would be no encouragement for such an individual effort. This is an instance of the benefits of a combination for a common object, when both parties are enabled to do more, and to reap more profit from what they do, than if each party were left to act alone.

LOWELL.

The School Committee.—The body proper is composed of six men, one from each ward, elected annually. Upon these six men the care and responsibility of the schools of Lowell devolve. They receive for

their services, each, one hundred dollars per annum.* Any person is at all familiar with our school system, knows that months are required to gain a familiarity with the operations of our school and at the end of a year, the members of the board begin to understand what is wanted, and to act efficiently in the performance of their duties. But it often occurs that the same men are not elected two or three successive years. Their election depends on party agencies, and the man who has secured such a knowledge of school affairs as will fit him to do his duty well may be laid aside for one who is entirely unacquainted with the business in which he engages. One who, perhaps, has been a resident of the city but a few months, also, spends the year in becoming acquainted with his duties, and then gives place to another. Under this system, our public schools are always in a state of confusion; one board undoes the work of another, enters into experiments for which the next will not allow time to bring forth results, and the public good suffers.

To remedy this evil, the members of the school committee should be elected for a longer period than one year, and a part of them should retire annually. To this it will be said, that suitable men can be procured, and that those who are competent for the work will remain in the office for a period longer than a single year. Well, then, let us consider the salaries of the school committee. It is ruinous policy to pay a man to superintend your schools, manage the expenditure of forty-five thousand dollars, attend to the educational interests of all your scholars, because they are cheap. It would be a pecuniary gain to double the compensation paid to the school committee, provided they could be retained in office three or five years. But even an increase of expense is unnecessary. There are men who would enter the board and remain through a lengthened term, at the present salary.

Your committee believe that this subject should receive more attention, and that such measures should be taken as would insure at least two-thirds of every old board upon the new. The election of the school committee should never be made a party matter. It should be separated as widely as possible from the issues which divide parties, and which often prevent the election of the most suitable candidate. The evil complained of is one which has long been felt, and one which the people of Lowell should, in some way, find a remedy for. Experience on the school committee is as valuable as in any other department of life and labor; and of all bodies, the public school is the least controlled by inexperienced men. It is not enough that a man has learning and genius. Nor is it enough that he has been on school

* The salary of the school committee in Lowell has been fixed at one hundred dollars per annum. The statute law on the subject is as follows: For every year in which a member of this committee shall be actually employed in discharge of his office, he is entitled to demand and receive one dollar from the town, and at the same rate for any part of a day. The city of Boston is specially exempted from the provision which entitles school committee men to compensation for services. Any town may add to the legal compensation of the committee members such sum it may choose.—*St. 1838, ch. 105, § 4.*

The powers of the school committees are derived from the law, and their authority cannot be restricted, nor their compensation diminished, by any act of the town. The town chooses them; when chosen they govern them.

tees in other towns. Other systems are different from ours, and thing less than months of toil and experience here can make him an efficient member of the school committee.

MARLBOROUGH.

There has been for the last year, as well as for one or two years previous, an unusual degree of uniformity in the amount of excellence to which the several schools have attained; and accordingly, should we notice each one of them in detail, there would scarcely be an end of counting the same general characteristics. While, on the other hand, of one of the twenty-eight schools which have been kept in town during the past year can be said to have been a failure, or even to have sunk so low as not to be somewhat above mediocrity, so, on the other hand, none of them exhibited that appearance which indicated a decided superiority, or that degree of excellence which every school should strive to attain. In regard to the several branches of instruction, we were in general pleased with, and found reason to commend, the classes in arithmetic, geography and grammar; while, in the important one of reading, there was a very visible improvement shown at almost every closing examination. Our only regret was, that, in the kindred one of spelling, there was not, excepting one school, a like occasion for commendation. As respects the order maintained in the schools, and the deportment of the pupils generally, we must speak in the same strain of general approbation. A manifest and decided improvement we believe has been effected in our schools in these respects within the last five years; but so much still remains to be done before the behavior of pupils will become unexceptionable that we earnestly recommend to committees, teachers and parents to endeavor to bring about a thorough reformation in this important branch of school discipline.

The whole number of pupils belonging to the district schools of the town in summer the last year was 501, and the average attendance 406; and the whole number belonging to them in winter was 617, and the average attendance 486. These numbers nearly correspond with those of last year and the year preceding. As respects the two high schools, the one established in Feltonville had an average attendance of 34, and the whole number belonging to it was 52. The Central High School has the last year been unusually prosperous. The number belonging to it has increased thirty-six per cent., and the average attendance more than thirty-two per cent. More than half of the pupils were fifteen years of age and upwards, a time of life when the privilege of school instruction is of the utmost importance. The examinations of this school the last year have been excellent, particularly the last, which gave to the committee and visitors the highest satisfaction.

By all classes, and especially by the more intelligent and reflecting, it has come to be regarded as a truth almost self-evident, that no possession whatever contributes more to the true honor, substantial wealth, and lasting welfare of a town or community, than that of first-rate schools for the free and thorough education of all its children. How truly and how often it is said, a parent cannot bequeath a more valuable inheritance to his child than a good education! If so, what nobler and richer legacy can a town, by means of its corporate capacity, bestow upon all its children than an excellent education? And consequently,

what measures or acts of a town can equal in importance those which relate to the establishment, support and continued improvement of schools, by means of which this education is conferred? We know no class of inhabitants that in more ways contributes to the prosperity of a town than a corps of excellent school teachers. And what efficient means can be devised to create and raise up such a body that all its children, from their most tender years, should have benefit of first-rate instruction? What greater attraction to a town within its limits can a town hold out to intelligent strangers than the acknowledged excellence of its public schools?

To foster and sustain its common schools, then, would seem to be the paramount object of every town; and to make them the first of their kind would seem also to be a solemn and imperative duty, for the faithful discharge of which hardly any expenditure of time or money could be thought too liberal.

But, to be in possession of superior schools, all those numerous means by which the work of education is carried on should also be of the superior character, of which one of the most important and essential is the school-houses. To a town, then, which has resolved to enter on the noble work of reforming or perfecting its common schools, the quality or character of the houses in which its schools are kept would seem to be one of the very first things to which it would naturally turn its attention. And to accomplish this work, that of a complete renovation of its school edifices, and furnishing them with all the improved means for securing the health and comfort of their occupants, the town should have begun in right good earnest. Two have been already completed, those in Nos. 1 and 11, and occupied for the first time the last winter; and appropriations for the rebuilding of three more, those in Nos. 2, 9 and 10, have been already made by the town.

NEWTON.

The progress of the schools the past year, on the whole, has been forward. The children generally have studied under good advantages and have made commendable progress. The provisions of the town for public education have been appreciated by the people. Many children formerly attending Private Schools at considerable expense, have been in the Grammar Schools of the town, joining in honorable competition with their equals. The number of children in the town between five and fifteen years of age is 1,015. Of those attending the schools, 96 were between fifteen years of age, and 31 were under five. The whole number attending the public schools was 1,048. So that, of the whole number of children between five and fifteen, 921 were enrolled in the Public Schools and 94 were not enrolled in them. Of these, it is estimated that one-half are pursuing study under private instruction, leaving a very small percentage of the whole number not enjoying the benefit of a literary education. This is certainly a favorable state of things which it becomes us to contemplate with devout gratitude. The bequest of children is a good education. It is the surest guarantee of their prosperity, usefulness and enterprise. No money is expended to the advantage of the town and of the country generally than which is devoted to the thorough and elevated instruction of the young.

At the close of the second term, Mr. Nathaniel T. Allen, of the Grammar School at West Newton, who has taught for several years with distinguished success, having vacated his place, it became necessary to elect a successor. In filling the vacancy, the occasion was embraced to give to the school at West Newton the same position enjoyed by the school at Newton Centre; viz., that of a Grammar School with a High School department, having a teacher competent to instruct in the languages and to fit boys for college. This additional mixed school, with elevated privileges, was designed, like the former, not simply for the benefit of the village in which it was located, but for the convenience of the town, so that more children might enjoy the advantage of high and classical instruction, and without being compelled to travel so great a distance. These two schools, one on the line of the Worcester Railroad, and the other on the Charles River Branch, and each at a middle point between two depots, at the extremes, bring the benefits of this kind of instruction within the reach of the larger proportion of the children in the town. To give such facilities was the thing contemplated by the committee and the town, in the establishment of schools of this character, in lieu of a pure High School, as originally contemplated by the laws of Massachusetts. This arrangement was deemed by the committee as temporary, and an experiment, their hopes looking forward distinctly to a better day.

In the establishment of a High and Classical department, in connection with two schools in the town favorably located for the accommodation of the whole population, it was designed by the town to put to rest, for the present, the proposal for a pure High School in a central or other point. The experiment of the practical working of these schools should be thoroughly tried before it is either abandoned or superseded by a school of a higher order in any portion of the town.

But, at an earlier period than was anticipated after the elevation of a second school, the question came up for discussion, Shall a third school, of this, or of a still more advanced character, be opened in a third village of the town? The Grammar and Primary Schools at Newton Corner having become more than full, there arose an obvious necessity for increased accommodation. A new school must be erected. Shall it be a pure High School; or a Grammar School with a High School department; or shall a new Primary School be commenced, relieving the present Intermediate School and the present Grammar School of their excess of scholars, and putting those of a riper age and of higher attainments in a better position to pursue the studies appropriate to their wants and prospects? The citizens of the neighborhood petitioned the committee for the first; or, if that were deemed inexpedient, then the second. A delegation of respectable gentlemen was present at a meeting of the school committee, and exhibited the statistical information and the arguments bearing on the question. After serious deliberation, however, the opinions of the committee were taken in order, and it was deemed inexpedient to recommend to the town either of these arrangements. It was anticipated that the time might come when a pure High School, designed exclusively for instruction in the higher branches, like the Latin and the High Schools in Boston, might become necessary. Such a school, placed at the head, above all others, and separate from them, is requisite to complete the system of graded schools. But only one such school is

demanding by the wants of a town with so small a population as Newton. Boston, with a population of upwards of 160,000, requires but one Latin and one High School. It would be bad economy for us to put such a school in every village. The expense is necessarily greater than that of a common Grammar School. Fewer children would come to be taught in such a school, and at a heavier charge. A teacher must be maintained of higher attainments, and capable of commanding a more liberal support. And besides, if only one such school were established, the difficult question of its location would come up for decision. A single school of this description ought to be located in a position as nearly as possible convenient for all; and no favoritism or partiality should be permitted to do in this respect, for any one village, what would be ungenerous, considered in reference to the interests of all the rest. If a pure High School be located in one village, why should not a similar school, however expensive it might be, also be established in every other village desiring it, and having as large a number of advanced scholars to seek its benefits?

As to a mixed school, the committee were satisfied that the existing schools at Newton Centre and West Newton were sufficient to accommodate all such as wish to pursue the study of languages, and that it would be a wiser arrangement to relieve the Grammar School, so far as to allow the teacher to devote more time to the higher studies, and to the advanced pupils in the English branches, than to ingraft upon it a new department.

In view of these things, the committee recommended additional accommodations for the children in the lower grades of study, believing that they would thus consult for the highest interest of all concerned.

There are practical difficulties connected with the school system of a town of large geographical extent. The measures which would operate advantageously in a town or city of a mile or two in diameter cannot be imitated in a town of four or five miles in diameter. That which is expedient for the one cannot be applied to the other; nor, if applied, can it be expected to result in success. The course of true wisdom is an adaptation of our measures to the peculiarity of our condition and necessities.

SHIRLEY.

Many of our schools have had the same teachers for a number of terms. We refer to Nos. 1, 2, 3 and 6. Those who have had no experience cannot conceive of the anxiety from which the committee was relieved in consequence of it. We knew what to expect. We knew what would be done if we were not present in the schools. The scholars are more interested—the parents more easy and satisfied. The scholars were put immediately about their proper tasks, and two or three weeks saved in each term. People are too indifferent about retaining successful teachers. They are often permitted to depart without a hint that they will be wanted again, and often with the impression that they will not. And changing teachers, we are confident, is very much mere habit. It is a habit that should be broken up. What if one person in the district is not satisfied with a teacher; it is better to let him remain so than to risk dissatisfying three or four others, and have a poor school. And it is much better to pay ten per cent. more wages for a twenty per cent.

rather school, than to pay twenty per cent. less and have a school worth by per cent. less. Let us start from this time with a resolution to seek good teacher, and keep him or her afterwards, if possible. If we do, the committee will enjoy unspeakable relief, the districts will have good and steady habits as districts, and the scholars will have a healthy interest in their schools.

We notice with pleasure the happy circumstance, that six of our summer teachers belonged to our own town. They had grown up in our schools, were well acquainted with the committee, and the committee with them, and our intercourse with them was of the pleasantest character.

Your committee have had much labor added to their usual task by the number of children employed in the village mills. A portion of the owners kindly assisted the committee in the discharge of the duty the law imposes on us towards such children; and we would thank them for their faithfulness. The law must be enforced. There is no other way to save ourselves from degradation and crime, and all the expense and suffering attending them. And not one single violation must be permitted.

SOUTH READING.

We may say, however, that we believe the past year has been one of more than ordinary prosperity in our schools. Our teachers have generally manifested a very satisfactory degree of interest in their duties, and in most instances their labors have been attended with success. This interest has manifested itself, not only in the daily routine of the school-room, but by frequent meetings of the teachers for consultation and improvement. These meetings, while they have evinced a willingness on the part of the teachers to go beyond the ordinary requirements for the prosperity of their schools, have no doubt been of essential service in giving to each teacher something of the experience of all the others. They tend, also, to a more uniform and systematic course of instruction. The relation between the Grammar Schools and High School is better understood, and the appropriate work of each is better done.

In the application we have made of the term *success* we do not mean that all have been *alike* successful. There is no profession in which natural aptitude and experience are of more service than in that of teaching; and your committee have been pleased to see that several of our best teachers, who by faithfulness and skill had previously established a high reputation, have been retained in our schools, and in every instance, we believe, have added to that reputation, and furnished new proofs of the value of experience. This was also illustrated by the unusual results of a few weeks' tuition in our South School, where they were so fortunate as to obtain the services of a teacher of more than ordinary experience.

By reference to the accompanying table of statistics, it will be seen that the attendance at the High School has far exceeded that of any previous year, being nearly double that of the preceding year. Nor is this all. Under the management of its present efficient and indefatigable principal it has been almost entirely reorganized, and so classified that his labor has told more directly on all the members of the school.

WORCESTER COUNTY.

ASHBURNHAM.

We have already spoken of troubles in our schools. It is not our purpose to dwell upon these, much less to criminate any one. Whatever view our fellow-citizens may take of these matters, or wherever the fault may lie, we think all must admit that there is no cloud above our horizon of angrier look than this of discontents and of withdrawal of scholars. Therefore, forgetting the things which are behind, let us address ourselves manfully to the solution of this question, viz., "How can these difficulties be prevented in future?"

On this inquiry we propose to offer a few thoughts.

Firstly, more care must be taken in the selection of teachers. Much depends upon a teacher in respect to the prosperity of a school. A positively incompetent teacher must, of necessity, damage it. If he continues through a school, it will drag heavily. If he is dismissed with the consent of all, much time will be lost. If not with general consent, alienations may ensue, pernicious in all their consequences. If the teacher has a general competency, he may not be well fitted for the place he is to occupy. The size of the school, the age of the pupils, the degree of advancement in study, the disposition to subordination, or insubordination, the fact of prejudice against a proposed teacher, or of confidence in him, the state of public sentiment as to the kind of teacher desired, (which, though we might desire it changed, it is not safe entirely to ignore;) these items, among others, are to be considered in engaging a teacher. And the wisdom and the difficulty of a selection consists in securing this adaptation to the wants of a district. Without this suitableness to the place, friction and jars will be likely to occur in the working of the machinery, if not something worse. The prudential committee, therefore, has more to do than to engage the person who first offers upon any body's recommendation. He must by thorough inquiry of good judges, who do know whereof they affirm of their own knowledge, and who are not personally interested, or, what is better still, by visitation of schools, ascertain the fitness of the candidate for the place. But says the prudential committee, "It is my business to obtain a teacher; it is the duty of the school committee to look after qualifications." True, the school committee are responsible for the general fitness of a teacher, so far as that can be gained by an examination. That, however, cannot give much light upon some important practical points. On these, an hour's inquiry may be worth more than a day's questioning. But are the school committee to decide as to suitableness of a teacher to a proposed school? Is it not the intent of the law that, of all teachers of approved general qualifications, the district may choose, through their agent, whom they will, for the instructor of their children? They may take the experienced, or the inexperienced, persons of fine scholarships, or of moderate attainments, of superior, of common, or of inferior tact in management, in the district, or out of it,

against whom prejudice exists, or the contrary. If the school committee should refuse to give certificates to those not deemed by them the most suitable for the place, would it not be equivalent to taking the whole matter of contracting with teachers into their own hands? Could they honorably do this, when the law gives the power to contract expressly to the prudential committee? This division of power and labor prevents the proper feeling of responsibility by either committee, and so far, certainly, is unfortunate. While the law remains as it is, perhaps these evils may, to some extent, be obviated by frequent consultations between the two committees. But by whomsoever teachers are selected, much care will be necessary, and even then failures will sometimes occur.

Moreover, parents ought to give a prompt and vigorous support to the instructor in enforcing his regulations and in carrying out his plans. This support is essential to the moderate success of the ordinary teacher, and to the best success of the ablest. Let us suppose this address to be made in every family on the first day of school: "Children, for your good we now send you to school. We put ourselves to considerable expense to fit you out with books and clothing, and in affording time. The work in which you are to engage is more important to you and to us than the most urgent work in which we employ you in the house or on the farm. You have your plays and recreation; but in the time of labor, you know, we tolerate no idleness or play here, nor shall we in the school-room. In the time of study, you are to be attentive, and obedient to the regulations. Your lessons are to be thoroughly learned every day. We shall request the teacher to inform us of all cases of delinquency in getting lessons or in violating the order of the school. And being called to account there, will bring accountability at home, and punishment there will make punishment certain here." Our fathers, of blessed memory, are said to have had this rule in their households. If so, may their darkness instruct our light! What a change would words like these, calmly and decidedly spoken in every dwelling, and followed by corresponding action, work in our schools!

Again. The little faults of teachers must not be noticed. Teachers are human beings, the best of them. Consequently, they will commit errors, and perhaps many of them. Especially is this to be expected of the many young persons employed in our schools. There will be faults in instruction, faults in governing, faults in social intercourse. We have been surprised, sometimes, to perceive how much a trivial misjudgment will weigh, in the minds of considerate men even, against teachers whose excellent general influence is indisputable. And yet little errors, being dwelt upon and magnified, will, sometimes, breed lasting dissatisfaction. They ought not, for a moment, to interrupt our confidence in a teacher.

But further. Suppose some serious deficiency is announced to you by your children or your neighbor's children. They are decided in their charges, and excited in their feelings. What then? Are you to receive, implicitly, ex parte and biased testimony, found your opinion upon it, and at once rally your forces for the teacher's overthrow? It is no impeachment of the general veracity and integrity of youth to say that they are likely to be swayed by passion and prejudice, to magnify the circumstances against a teacher, and to keep out of view those in his

favor. They are not angels, and they must be much better than mature men if they are above such influences. Though you may fear that some gross wrong has been done, conceal that fear in your own bosom. Take an early opportunity to step into the school-room, and find out what a good pair of eyes will make known. They will sometimes make revelations of which you did not dream. Then take the teacher aside, and tell him what you have heard, and listen to his statement. Weigh testimony; and if still convinced that some great error has been committed, still be a charitable judge. Put the best, rather than the worst, construction upon the deed. Withal, be conciliatory in your temper, disposed to settle all trouble, if this can be done with safety to all interests. Such dealing will do much to remove or prevent disturbances in schools.

Likewise, we ought to cherish a high respect for the faithful teacher. Till he has forfeited his claim upon us by misconduct, he is entitled to kind treatment. Having put his reputation (which may be his all) into our hands, in order to serve us for a time, we may not rudely damage it because we have the power. To illustrate what we mean, let us put a strong case. Suppose a teacher of fair attainments is now instructing a school with common success. It is soon ascertained that another teacher can be obtained, of far higher qualifications, whose usefulness would be double that of the first. Would it be right to seek the dismissal of the former to secure the services of the latter? Because the school committee have the power of peremptory dissolution of the contract, without being liable to a suit for damages, ought they to exercise it? How would you judge, if you, or your son or daughter, were the teacher? Yet we can easily conceive how such circumstances might beget serious dissatisfaction, unless carefully guarded against. We shall lose nothing on the whole by a scrupulously honorable dealing with teachers.

Once more. We should entertain rational views about teachers and teaching. The very progress of our schools and the increased privileges of pupils may produce alienation in particular cases. An able teacher, with high wages, is engaged to teach in a large school of advanced scholars. He has his peculiar and excellent methods. In such a school there will be collision of mind with mind, and eager competition. Enthusiasm, study, and much profit, will be the result. But now the pupil attends in a small district and almost every thing seems the reverse of his former condition. The scholars are few, of all ages, of very different degrees of attainment, little interested. The teacher is not a genius. There are not enough of such to supply every district. Now, how natural for the child to feel that the school is dull, spiritless, and profitless, and that the teacher is the cause of it! Yet that school and teacher may be doing all that can be justly expected of them, and that scholar may gain there most valuable knowledge. Some teachers, too, are showy, and form a thousand ingenious plans to please their pupils. Others are plain, and aim at the substantial, rather than the ornamental. Some are active, social, and full of life. Others are quiet, still, and reserved, yet not less efficient. Now, shall these last be condemned as unworthy, while the first alone shall be regarded as acceptable teachers? Certainly not. Nor will our schools be peaceful till this is admitted. Substantial excellence is the main thing. Bread and milk are alike useful for nutriment, whether served up in an earthen bowl, or a silver porringer. The hungry man will care little for the

bowl, or the porringer, if he can get the food. On another point we need to be guarded. Our schools are in a transition state. The old is passing away, the new is coming in. As our new school houses mark a new era of external accommodations, so, with them, will come new processes and methods of internal discipline and instruction. All will wear soon, externally and internally, a new dress. Meanwhile, before the old has ceased, or the new has been fully inaugurated, conflicts between them ensue. Some are not content because the old methods of reading, spelling, &c., are not fully in vogue; others are not content because they are so much practised. One teacher makes too many innovations; another treads too nearly in the beaten track. One simple thought, it seems to us, ought to allay the fears of all. The incoming Era will be the child of the Past; and, when, after many struggles, it shall be fully born, it will be pretty sure to bear a strong family likeness, though its garments be of a new cut and fit.

One other consideration we subjoin about the work of teachers. The teacher's business is to govern. Regulations are essential to the good of a school. The teacher is to make them and enforce them. All who enter the school-room should, therefore, most cheerfully submit to lawful and needed authority. And unless this is done, conflicts must arise, and, in this way, many troubles begin. But some large scholars may say, "We do not like to be treated like little children." Very well. The teacher will be glad to deal with you as young gentlemen and young ladies. But if he is courteous to you, does it not imply a reciprocal obligation to treat him respectfully in his official position? This, certainly, is not shown by doing as you please, but by a most scrupulously exact regard to his requests and rules. Let us offend in all other places rather than where our honor stands pledged to good conduct.

Lastly, to prevent difficulties in schools, the school committee must discharge faithfully their duties of examination and of watchful supervision. While they guard the rights of teachers, they must also maintain the right of districts to at least a common ability and faithfulness in their teachers. It is honorable and proper for any one believing a school to be seriously defective to make known his views to the school committee. And they, after a fair examination, if they are convinced it is so, must promptly discharge the teacher. And, whatever their decision is, it seems to us for the good of the whole to abide by it, though every man may not be convinced of its justice.

ATHOL.

The committee are happy to report that the schools for the past year have been more than usually successful. Many have done remarkably well, some better than we have ever before witnessed; while there has been a signal failure in no instance. These desirable results are attributable to several causes, viz. :—

First, to the increased appropriation of money made by the town for school purposes, which was \$1,800. A larger sum also than usual was received from the State fund, which this year amounted to \$102.16; making an aggregate of \$1,902.16 available money for school expenses the past year. This increase of money has been attended with happy results, which not only fully commend the wisdom of the town in

making the appropriation, but also warrant a continuance of the same liberal policy. The smaller districts, in consequence of this increase of money, have been enabled either to prolong their schools beyond the usual term, or to secure the services of more efficient teachers; while, from the same cause, the larger districts have been able to have a Fall-school for small scholars in addition to the usual terms.

One of the most serious impediments to the success of our school is the manner in which the teachers are selected. The law provides, that, unless the town shall determine otherwise, the duty of selecting and contracting with teachers shall be discharged by the school committee. The town may transfer this duty to the prudential committees of the several districts. It has been the practice of this town to do so. But there are serious objections to this course, which demand attention.

First, the teachers are the servants of the town, and not of the districts. They are paid by the town, and not by the districts. Every dollar of money expended in the public schools is raised by the town, and not a dollar by any district. It is but just, then, that the town's committee, and not the districts' committees, should select and contract with teachers who must be paid by the town. As it is, the town's committee are responsible for the manner in which this money is expended; for, though the prudential committee may select and contract with a candidate for a school, that candidate cannot enter the school as teacher without the approbation of the town's committee. But the town's committee can approbate none but such candidates as are selected and presented for such purpose by the prudential committee. Here is a very narrow policy and a very serious evil. The town's committee may know fifty competent teachers, in different parts of the State, from whom, if left to their own choice, they could readily select one for a particular school. But in this town, instead of selecting from so desirable a source, they are compelled to forgo this privilege, so advantageous to the schools, and accept one of only such candidates as the district's agent may present. And, more than this, they must first discharge the painful duty of rejecting one candidate—thereby offending the agent, his friends, and causing a rupture in the district—before they can be allowed to judge of the qualifications of a second; and then, again, they must pass through a similar experience before they can so much as think of a third. In fact, they can have but one candidate for a single school before them at the same time. We appeal to men of business,—would you be satisfied with this way of selecting your help? We appeal to intelligent farmers,—would you be willing to intrust even the care of your sheep to persons so selected? But it is in this way that the town every year votes to have persons selected who are to mould the immortal minds of your children.

Evidently the power of selecting and approbating teachers should be confided to the same authorities. It ought not to be divided and invested in two committees which may act in opposition to each other. If the power to select and contract with teachers be transferred to the prudential committee, then the power to approbate the teacher ought also to be transferred to the same agent. But it will be observed at once that, in a great majority of instances, prudential committees are not competent to judge of the qualifications of teachers. And this is true. The office is a thankless one, and affords no pay; and, conse-

ently, as nobody of ability desires it, it has become a custom, in most the districts, to elect their agents "by turns," or to bestow the office on any one who will take it, without the slightest regard to so much the capacity of the incumbent to comprehend the duties of his office. Now, under such a system of procedure, it is inevitable that, while occasionally a good man may be chosen, in a large majority of instances the office must fall into entirely incompetent hands, — into the hands of men who cannot judge either of the qualifications of teachers or the value of their services. Now, how can such persons act understandingly for the town, when confessedly they do not know whom to hire or what to pay? Is the town satisfied with a plan of operation which commits the expenditure of its money to such financial agents, though their doings are subject to the veto of the school committee? Is it good business policy to employ those to invest money who do not know the value of the property in which the investment must be made? Do shrewd business men send, to buy cattle or goods, or lumber or timber lots, agents who are confessedly incapable of judging either of the quality or the value of the stock to be purchased? And yet to just such incompetent agents, in a majority of instances, the town intrusts its most responsible financial investments. It is true that some of these agents consult with the school committee, or with some other equally competent person, relative to the teachers they shall hire; but only the more intelligent ones do this. The most ignorant usually act altogether independent of the school committee, till their doings are vetoed; and then, under the impulse of excitement, they not unfrequently refuse further service in their office; and then they sometimes labor assiduously to incite such influences in the district as will destroy the usefulness of any school for which the committee may provide.

It must be obvious to reflecting men, that ordinarily school committees are more competent to discharge the duty of selecting and contracting with teachers than even the best informed Prudential Committee; and for these reasons: first, they are usually men who are particularly interested in the cause of education. They are acquainted with educated men, with the Board of Education, with the teachers of the State Normal Schools perhaps, with the principals of literary seminaries, and the instructors of Teachers' Institutes, under whose supervision the best school teachers are drilled and trained for their vocation. They attend these institutes, visit these seminaries and normal schools, may have a correspondence with the instructors of the same, and enjoy many such privileges for becoming acquainted with the qualifications of a very large number of ladies and gentlemen, from whom they are able readily to elect the most desirable teachers for their schools. And then they are acquainted also with other School Committees in different parts of the State and in other States, acquaintances which they formed perhaps in the academy, the college, or professional school, and with whom they now exchange school-reports, through which means they learn the successes and defects of all the teachers who are employed from year to year in many, may be, a large number of towns. And further, it is a common custom for School Committees who are not acquainted to correspond with each other relative to the teachers of their respective towns; and thus they enjoy another very satisfactory means of knowing of such teachers who may be adapted to their particular wants, or of the success of those

who may make application to them for schools. It will be seen at once that these are facilities of desirable information which it cannot be expected a large majority of those who take the office of Prudential Committee "by turns" can enjoy.

Again: not only do the School Committee enjoy these vastly superior facilities for becoming acquainted with and selecting teachers most favorable to the interests of the schools, but, in discharge of the obligation, which imposes upon them the duty of examining all the teachers in the town, they can more readily judge which particular teacher so favorably selected is best adapted to a particular school, and may determine accordingly—a means of advantageous action which no Prudential Committee enjoys. The committee also watch each teacher's success for the term, and consequently can best decide whether the interests of the school require a continuance or a rejection of that teacher's service; and, lastly, when they discover that a teacher is incompetent to his duties, if they have contracted with him themselves, they feel free to dismiss him at once, without any fear of wounding the feelings, and exciting, to the prejudice of the school, the hostile influence of any over-sensitive Prudential Committee-man.

Such are some of the superior facilities for favorably selecting and contracting with teachers, to the best advantage of the schools, which the school committee enjoy over the Prudential Committee, and which, together with the other reasons urged above, we feel confidently assured, must be regarded of sufficient importance to warrant the town in retaining the right of selecting and contracting with its own teachers where the law places it—in the hands of its own committee. And your committee respectfully report, that they are unanimously of the opinion that the best interests of the schools and the districts urgently demand that the town should do so. In submitting this portion of their report, your committee waive all delicacy of feeling on their own part. It were more manly to speak out what we feel the interests of the town require, than to evade an important duty from any repugnance to allude to an increase of duties which possibly may be supposed by some to involve our own services. But the recommendation does not in any way allude to our personal services. It is recommended that this additional service be imposed, not on the present, or the committee lately chosen, for the town has voted otherwise, but on the committee which shall be chosen a year hence; and we submit the recommendation to the candid, earnest consideration of the intelligent people of the town, a large number of whom we know are much in favor of its adoption.

Nor is it conceivable that any important objection can be made against confiding the duty of selecting or contracting with teachers to the school committee.

Possibly it may be said by a few, that to do so would be to concentrate too much power in the hands of that committee, and they may object to the measure as undemocratic. But this measure really invests the committee with no new power; it only facilitates, in a manner more advantageous to the districts and the town, the exercise of the power which is indisputably theirs—that of finally determining who may teach in our public schools. It enables them to select at pleasure from a large number of teachers in the extensive circle of their acquaintance one who is adapted to a particular school, instead of obliging them, as the

at plan does, to accept whoever may be presented by a prudential ittee, who pretends not to judge of qualifications, and who, having gratuitous and thankless duty to discharge, desires to acquit himself with little trouble as possible. And then, is it not more democratic that a teacher should be elected by three men than by one? The present mode of contracting with teachers is the most arbitrary in its effects which could well be devised. The office of prudential committee rotates throughout the district; each one is expected to serve in turn. No one receives reward for his services other than the privilege of selecting a son, daughter, cousin, friend, or family relation for teacher. This privilege is, frequently, carefully improved. No one is expected to hold the office but for one year till all have served. Hence every year finds the office in the hands of a new agent, who, in his turn, has cousins and sons to be served, and for whom to provide a good school may be to him a matter of more interest than to provide a good teacher for the school. Consequently it may constantly happen, under the present system, certainly it does often happen, that the mere motive of individual favoritism governs the selection of teachers for our schools. It is seldom being always so; for good men frequently hold the office, whose actions are governed solely by a high regard for the best interests of the school; but such is always the liability, and such very frequently the consequence, attending the present unwise policy. On the contrary, a committee of three responsible men would be much less likely to agree to pursue such a course. One would be held in check by the others, even if the motive to favoritism were as liable to influence members of such a committee, who feel responsible to the public, and are subject to reprobation from year to year, as it is an agent who has sole power to do as he pleases, who feels little responsibility, and who is not expected to continue in the office longer than one term. For these reasons, the present system appears more democratic than the duty of selecting and contracting with teachers should be intrusted to the school committee. I say yet again. It is a fundamental principle of democracy, that "taxation and representation shall go together;" that those who pay taxes shall have the privilege of directing the expenditure of the same. This acknowledged principle is precisely applicable in the present instance. In the town which raises the school-money, as before observed, and in all the districts. Neither is this money raised by the town apportioned to the districts according to the valuation of the taxable property of the town but without any reference whatever to this consideration. If there is one district in town whose inhabitants were possessed of not a single acre of taxable property, nevertheless the district would receive its proportion of the school-money. The school-money is raised by the town by an equitable tax on all its citizens, and then apportioned to the several districts, without any reference to the amount of taxable property in each. Hence, since the town raises all the money, it is not only in accordance with this fundamental principle of democracy that the town should appoint the committee to expend it, but the principle itself demands such action as the only equitable course. It is, then, the present system, which confers the privilege of selecting and contracting with teachers upon agents chosen by the districts, which is undemocratic and unjust. The change recommended in this report is not amenable to such objection, but is entirely free from the objection.

High School.—The time has come when the interests of the town demand that public attention be directed to the institution of a high school, to be kept at the public expense, for the benefit of the whole town. For many reasons it is very desirable that we have such a school, in which the more advanced scholars can enjoy the superior privileges which now they are obliged to seek out of town. This should be kept by an efficient and accomplished teacher, competent to give instruction in the higher English branches, composition, bookkeeping, advanced mathematics, engineering, the modern and ancient languages, the natural sciences, &c. To this school should be transferred the advanced scholars of all the other schools in town as they shall reach the standard of attainments deemed necessary for admission to the same. A school of this kind would promote the interests of the town in various ways.

1. It would afford the means of education at home to the large number of young people who annually go out of town to attend private seminaries and academies,—thereby not only saving to such persons the extra expense incident upon attending a private academy out of town, but also retaining in town the money which is thus annually expended elsewhere.

2. Such a school would be a great inducement to good families, who have large scholars to educate, to move into town, thereby increasing the population and business of the place. It is one of the most important considerations with such families to locate in a town which affords superior advantages for education. If a town has such a school, it will secure such desirable acquisitions to its population; and, if it has not such educational advantages, it is in danger of losing some of its best families, who will be desirous of removing where such advantages can be enjoyed. Both these are considerations not to be overlooked in the policy of the town. And further, such a school would be sought by students in the adjacent towns, who might be admitted to its privileges by paying a tuition fee to the town, which could be appropriated towards defraying the expenses of the school.

3. It would not only afford superior advantages to the class of advanced scholars, who from year to year would become qualified to enter it, but, in consequence of the removal of this class of scholars from the other schools, their numbers would be so reduced that those who remain could be more advantageously classified, and would enjoy better privileges for instruction. Especially would this be the case in the schools of both villages, all of which, after such a reduction of their numbers and advanced scholars, might be taught during the whole year by competent female teachers, thereby saving from the present cost of the schools a very important item towards defraying the expenses of the high school.

4. By this arrangement, a large number of excellent scholars who have not the pecuniary means to go out of town to an academy, but who would be able to meet the expenses of this school, would improve facilities for education which otherwise they could never enjoy, and would culture latent ability that otherwise might never be rendered practicable, but which would repay to the town a hundred-fold the cost of their tuition.

5. An institution affording such advantages would greatly enhance the value of property in town, to a percentage, it is believed, which

held of itself more than pay the expenses of the school. Indeed, it is believed the town could not make a better pecuniary investment.

6. There are many other considerations which should induce parents to provide such a school for the education of their children at home instead of the additional pecuniary expense of sending them abroad to private institutions. In the management of these private academies, parents have no voice. They cannot mould the influences which such academies exert on their scholars. Many of these academies and seminaries are controlled by particular religious sects and denominations, and are sustained quite as much for sectarian as for educational purposes, and are therefore objectionable, and often highly detrimental in their influence. But high schools are a part of our common school system, which does not allow, but actually forbids, that the sectarian influence peculiar to any denomination shall be exercised in any way in our public schools. This school may be as much under the control of parents as any other school in town.

7. Two or three private schools are now usually kept in town every year, for about three months each, at an expense for tuition, it is believed, of from \$250 to \$300 annually; all of which might also be more profitably expended on the privileges which a public high school would afford.

It is obvious that if such a school is not established by the town, and for the benefit of the whole town, since the increase of population in districts No. 1 and 7 will soon render such a school indispensable to meet the educational wants of the two villages, these districts must shortly unite and establish such a school, to be kept for their own individual benefit, from the advantages of which the other districts of the town will be deprived. When these villages have once established such a school for their own benefit, and at their own expense, they will hardly be expected to give their vote for another, to be kept for the benefit of the whole town, in which they would have no particular interest. Hence it is evident that, if the town delays to establish a high school till these villages are obliged to sustain one in their own precincts, the desirable advantage of a public school for the benefit of the whole town will hardly be secured—certainly not till the town is legally compelled to such action.

For these and other weighty reasons, which the limits of this report do not permit us to mention, your Committee beg leave to report, that, in their opinion, measures should be taken as soon as may be deemed practicable for the establishment of a public high school in this town; and they would respectfully commend this important measure to the favorable consideration of the intelligent citizens of the town.

FITCHBURG.

No interest on which we act, and for whose benefit we make annual appropriations, can exceed in importance our schools. What this growing village shall be in many of its most vital interests, depends greatly on the character of those now in the course of education.

It should therefore be the object of every citizen to lend his influence to raise the standard of Common School education in our midst.

The general character of our schools during the past year, has been,

on the whole, such as to reward in a good measure the labor and money expended; still we hope for them larger success in the future. We find certain evils existing more or less through the town. Want of punctuality in attendance is one of the most prominent. Great injury is done to the scholars, and to the school, where absence is frequent. The scholar loses a link in the chain of instruction, the school is disturbed and retarded, and the teacher more or less disheartened by every half day's absence. If a scholar must be frequently absent, it would be better for him to leave entirely, and seek his partial course somewhere else.

Frequent change of teachers is another evil. No such consecutive course of instruction as is desirable, can be had as long as every term is to consign the pupils to a new teacher, who may be even better than the former one in some respects.

A moment's reflection renders it evident that a teacher can do much more for a scholar who is to be with him during successive terms or years, than if for the brief period of a few weeks. A teacher who is worthy to be employed at all, is worthy to be continued in the same school for at least one year.

A lack of interest on the part of parents is another evil which deserves to be mentioned. Some improvement in this direction has been made during the past year.

The parents have much to do with the child's advancement. They should see that the teacher is doing his duty, by frequently visiting the school; that the scholar is never absent or tardy except by unavoidable necessity. In each of these particulars, great improvement needs to be made.

We would respectfully suggest that more money should be raised by the town for the District Schools, that the time of keeping them may be increased.

NORTHBRIDGE.

In preparing to report the condition of education in the town, we are forcibly struck by the great difference which exists in the several districts of the opportunities of the youth for acquiring knowledge; in some parts of the town possessing advantages in which few places excel, in others having such miserable school-houses and so little schooling as to make but slow progress in their studies, and lose almost all proper respect for the government of the teachers. This seems inconsistent with the design of our school system and the justice of our American institutions.

Our attention having been called to the subject, we have noticed and felt the objections to the District System; and we believe that the cause of education would be very much promoted if the sole management of the schools be placed in the hands of the town's committee, which should be composed of men of the best education and practical business talent. They should be paid enough for their services. By continuing such in office, they would become acquainted with the best method of obtaining teachers, the Normal Schools, and Teachers' Institutes, and be enabled to carry out a grand system of education. By application at Normal Schools, teachers could be procured whose true characters might be told by the principal, to whom time has given opportunities of knowing their intel-

actual and moral power, and who will be qualified to judge of their tact as teachers. The methods of instruction practised in the Normal schools are supposed to be the best the State can afford ; and if their system was adopted in all our schools, and the same books used, it is evident that the scholars would make far greater progress ; if the teacher was not continued in a school, the system would be.

At present, teachers have different ways of teaching ; perhaps are prejudiced in favor of different books, and where the term is short, do not get fairly under way before the school is closed.

Besides the superior opportunities of securing teachers by a town's committee with some degree of permanency, they — not having the management to divide with any one — would feel a greater responsibility, and do their work more thoroughly. The present inequalities in the schools could be in some measure removed — the poorer improved without injury to the better. We believe the true principle for us is, fewer schools, but larger and better.

PAXTON.

The Statutes of the Commonwealth, regarding the schools of the State, require of every town containing "as many as five hundred families," that there shall be one school, kept "through ten months at least of each year," for the accommodation of the town, of a higher grade and character than the Common Schools, so that scholars, who wish to pursue their studies farther than they are allowed in the Common Schools, shall have the opportunity. And such schools in the State are doing very much both in stimulating the scholars of the Common Schools to press on to higher attainments, and in improving the intellectual character of the people generally, where such schools are found. Then again, by the same Statutes, it is made lawful for any town containing a less number of families, to grant money for the support of such a school, for any length of time, as they may see fit. In consequence of this provision, there is another class of towns, which raises a certain amount of money, annually, for the support of such a school, for one or more terms, each year. There are also many other of the smaller towns, where such a school is sustained a part of the year, by the enterprise and private tuition of its special patrons. Now, from the exclusive character of such a school, its influence upon the inhabitants of a town generally is not as good as one established upon a more liberal foundation ; yet observation and experience have shown that even such a school is much better than none at all. The minds of the young, who feel its influence and enjoy its advantages, are elevated to higher and nobler thoughts and pursuits than they would be if no such influence were brought to bear upon them.

But this is not all. Those towns which have no such educational advantages at the present day, are fast falling behind other towns in the intelligent character of the rising generation, in their general influence, and in their wealth. For those who are wishing to purchase a home for themselves and their families are very generally looking for one in some place, either where there are five hundred families, and of course a permanent High School, or where there are educational interest and enterprise enough in the inhabitants to secure such a school, in addition to the Common Schools, at least some part of the year. The want of such a

school, we have been assured, is one of the influences that has operated, with some, in their removal from this town, within a few years past; as we are confident that it now weighs with some who yet remain, in reference to their seeking another place of residence. On the other hand, it has come to our knowledge, that a few at least, who have looked, for a time, to this place, when seeking a home for their families, have turned away to other places, when they have known how little general interest existed here in reference to this subject. Sometimes one term of such a school can be obtained by the exertions of private individuals, and sometimes it cannot be. There is nothing that can be depended upon from year to year.

In reference to the remedy of this deficiency in the advantages of education in this place, we have no definite plan to propose. We have stated the facts bearing upon this point, as they are seen to affect the prosperity of the town and the good of the rising generation, and we now leave the subject to the consideration and the wisdom of the citizens of this place, and to their decision, whether it is a subject really deserving of some future action. We know that the annual tax of the town now is not easy to be met; and yet if there were another hundred dollars added to the grant of school money, for the purpose of securing one term of a good High School, for the benefit of the town every year, we do not think that the town would be at all impoverished, in the end, by such an undertaking. It would be one attraction to draw and to retain good citizens to the place, while it would prevent the rising generation from falling far behind those of other towns, who do now enjoy some such educational advantage.

But neither in this nor in any other idea should we ever lose sight of the importance of our Common Schools. These are the glory of Massachusetts, and can never be neglected without shaking the foundation. As they must ever form the basis of all the literary institutions of the land, they should be vigilantly guarded, and should be preserved in a healthy and vigorous state. Every thing in the way of comfortable houses for study, books, and other facilities for improvement, should be cheerfully provided.

SHREWSBURY.

Selection of Teachers.—We also submit another suggestion to the candid and earnest consideration of the town. We do it from the most thorough conviction of its importance, a conviction which has been strengthened by the experience and observation of the past year, which alone would lead us to a recommendation which, if adopted, would add greatly to the labor of the School Committee. The gentlemen who may be elected to serve you in this capacity would, without doubt, if they consulted their own ease, choose to be free from this additional responsibility. A faithful discharge of the duties already imposed on the office renders it sufficiently onerous, and the honor and compensation would not, in themselves, be sufficient to induce men at all adapted to the work to undertake it. Only a deep interest in the intellectual and moral cultivation of the young and its result, the general diffusion of intelligence and virtue in the community, would be a sufficient motive. A committee actu-

that motive will not shrink from whatever may benefit the order their charge. We propose, then, that the duty of engaging teachers be transferred from Prudential Committees of the several districts to the general committee.

SOUTHBRIDGE.

The distribution of your schools, under different grades, exerts upon the happiest influence. Such an arrangement properly classified and acquirements, affords facilities for instruction, and supplies congenial incentives to intellectual exertion.

Pupils of the Primary and Intermediate departments, quite generous and forward with interest to the time when they will be permitted to enter higher branches of study. They find incentives ahead, as well as difficulties. Their thoughts are stirred and their minds brighten with renewed interest, as they rush onward to take the prize. Nor are advanced companions less active and zealous. They witness more tender years hurrying to rival their attainments. Their efforts are mutual, and most salutary.

The evidence of this in the steady interest and general good deportment of the pupils. A goodly number have passed through entire terms without being absent, or tardy. They have exhibited the fruits of loved study, and acquiesced in good government. With two exceptions, the schools have continued through the entire terms.

In proposing a practical solution of the question, we would reiterate a sentiment expressed in the Report of last year. We refer to the employment of teachers by the Town Committee. We have no complaints to make against the Prudential Committees. Their labors have, generally, been successful. Yet we think it will be conceded by all, that a Town Committee enjoys greater opportunities for selecting teachers, inasmuch as it is generally more familiar with the subject, and better acquainted with the sources whence they are derived.

We can, also, afford additional advantages, in the proper disposal of teachers. Each teacher would obtain the school adapted to his acquirements, and thus his success be rendered more certain, and the resources of instruction in the town would be augmented.

On this point was discussed in the Report of last year, we will not repeat its advantages. We bring it to your notice, with the hope that you will see it best to intrust this duty to the Town Committee, as we now close our duties as your Committee, we trust the result will not be attributed to personal motives.

Another subject would we invite your attention, which, though not, is regarded by us as of first importance. Allusion is made in the School a project brought up somewhat conjecturally — in the town. The law requires the establishment of such a school, and once for ten months in a year, in every town that contains five hundred households. By a census taken last year, it is ascertained that that number of families is embraced within the limits of the town, that any delinquency in this matter exposes the town to the penalty of the law.

We feel confident that nobler motives will enlist your sympathies

and interests in the enterprise. Other towns, more, even the whole Commonwealth, is kindling into enthusiasm, and affording facilities unprecedented for popular education. We are not willing to believe you will allow your own to fall in the rear, or to be second to any in the educational advantages it affords. Such an institution would give you a name and character abroad, and exert an attractive influence on families interested in the subject of education.

The influence, however, that such a school would exert at home, affords the most cogent arguments in favor of its establishment.

It would be a great light among you — a grand exemplar — a model of good instruction and scholarship, throwing its illumination over all the other departments. It would be a goal encompassed with goodly prizes — with noble attainments — to whose possession your sons and daughters would aspire.

Such a school would afford educational advantages to a class of advanced youth among you. It would train them in the higher branches — educate them for business, for life. They are a class you cannot well afford to spare, or leave uneducated — a class of ingenious, active minds, that need only to be educated to do honor to the town. They are marked out for the pillars — the chief supports of society — the real soul of the next generation; and shall the town begrudge the pittance that will fully qualify them for their high vocation?

In this, too, it is believed, we have the only feasible plan for their complete education. In the Grammar School, their studies cannot well be, and certainly ought not to be, pursued to the desired extent. Nor will this be done at an academy. Some have not the ability to meet the expense; others, not the disposition; but few, and those mostly such as look forward to some of the professions, will avail themselves of academical privileges. At the same time, were those appliances at home open to the poor as well as the opulent, many would be induced to profit by them.

This plan, again, would remove the higher branches from the Grammar School, where they cannot be the most efficiently taught. Other studies, more appropriately, belong to that department, and demand the time and attention of the teachers. And, even if the best proficiency is made in them, it is done to the detriment and exclusion of other studies. Usually, a few advanced pupils in algebra, geometry, or Latin, engross a larger share of the instructor's time than all the rest of the school, so that the district is paying for the education of some half dozen pupils, to the neglect of the great mass of its children.

With a High School, this whole process would be reversed. The advanced scholars would enjoy better opportunities under the instruction of competent teachers, whose whole time and efforts would be devoted to the higher studies. At the same time, the Grammar School would be placed under a better regimen. Teachers could give their time to the studies appropriately belonging to it. The school would be advanced, would become more thorough, would more nearly reach the ideal of a Grammar School.

TEMPLETON.

There is much that is praiseworthy in the general aspect of our school.

their average character has been highly commendable. Many pleasing indications of improvement have been manifest in several of the schools, as well as some encouraging tokens of increased interest in the cause of education on the part of parents and citizens in general. But while our schools are doing much for the education and improvement of those who are soon to fill the most important places in the community, detailed specifications will show that there is occasion for still greater exertions in this cause.

The Convention of Teachers in this place, early in May last, had a highly beneficial tendency, in awakening increased interest in the cause of education. Not only were our teachers profited by the able lectures and instructions which the occasion afforded, but also by having enkindled in their bosoms, through the sympathies of so many engaged in the same pursuits, the noble aspirations of their high calling. We think it impossible for teachers or others to attend the sessions of such an institute, and listen attentively to the discussions on the best methods of teaching reading, writing, arithmetic, &c., and the lessons given in these various branches by eminent and experienced instructors, without forming more correct views of what constitutes a good teacher, and a better knowledge of these branches of science, which must be of benefit through life.

It is a matter of special satisfaction to the Committee that this noble agency for improving the qualifications of our teachers received the cordial ospitalities of the citizens of this town. The Board of Professors, and all the members and friends of the Institute, who attended, were entertained during the week free of expense. But we are convinced that the community, who so generally attended the highly interesting evening sessions, amply fully compensated thereby for these their efforts in behalf of education.

WEBSTER.

But the great question on which the town must act to-day, is the question of District or Town Schools. By looking at the acts of the last Legislature, we find the District System expires to-day by action of law, — or rather, it is left at the discretion of the School Committee whether to abolish it or not, — unless the town, by vote, shall otherwise determine. This appears to be a wise regulation; for, admitting the proposed change to be a good one, the public sentiment in many towns might not be prepared for it; and consequently to force the intended reform would only stir up bitter opposition to it, and would destroy its otherwise good effects for a long time. In relation to the proposed change from District to Town Schools, and consequently placing them under the entire management of the Town Committee, the present Committee do not differ from the opinion expressed in the very able report of the chairman of the Committee of last year. We think that, if the people are prepared for the change, and will enter into it heartily and perseveringly, and will not be too much startled at whatever of little imperfections and irregularities, which are always more or less attendant on the first operation of any new system, no matter how good in itself, the proposed arrangement will be found perfectly satisfactory to all concerned; and that, if it can be kept in operation two years, under the supervision of a

judicious and devoted committee, but few, if any, would be found wishing to return to the old plan.

Your Committee feel justified, then, in the conclusion that, if the proposed method be adopted, it would have a direct tendency to elevate the professional character of your teachers, where they are not already what they should be.

The second consideration we would advance is, by the new system the advantages of gradation might be more generally applied to our schools. If the town assume the schools, no arbitrary geographical lines will then stare us in the face, absolutely forbidding all improvement in this direction in at least one half the town. The transcendent advantages of graded over mixed schools are so striking and clearly obvious as hardly to need argument.

The chief excellence of the present mode of teaching, as compared with that of twenty or thirty years ago, consists in thoroughly drilling the learner in all the principles of the sciences which he studies, and giving him a perfect understanding of all his lessons; and thus creating a strong interest for study, and more perfectly training the powers of his mind. But practical teachers find in mixed schools that there is not time for all this. They are obliged to hurry through each recitation without the proper explanation, questioning, and familiar conversation, which is necessary in order to be sure that every thing is well understood and firmly fixed in the mind of each scholar: and thus a large share of advantage is lost.

WESTBOROUGH.

We bear our willing testimony to the ability and fidelity of our teachers the present year. The parents, guardians, and the public generally, have manifested an increased interest in the welfare of our schools by a greater number being present at the examinations in the various districts, and in an increased effort to have the scholars punctual and regular in their attendance. A larger number of scholars than usual attended the summer terms, and more progress was made in the elementary principles of a thorough education, (in the opinion of the Committee,) than in any former year. This was no doubt the result in a great measure of an increased interest in the cause of education, consequent upon the establishment of the High School. The winter schools have been taught, with a single exception, by female teachers, and we are happy in being able to state that the schools already closed, and those now in session, have been unusually successful.

WESTMINSTER.

First, it may be asked, "What benefit is it to the town to maintain its district lines?" Will it be said that they mark the territory within which the school is to be kept, and the children are to reside who attend it? But school-houses are not always located in the centre of the districts, and many times children may more conveniently attend school in some other than their own. It is believed that there are instances in this town which verify this statement. Again, the population of the districts is constantly changing. In some places there will be villages springing up, which make it utterly impossible to fix any permanent lines

for a school, so that justice shall be done to all families. In some districts, the population may be almost wholly one side from the centre of territory, and it would be as manifestly unjust to locate school-houses there, and compel the majority to attend the schools, as to compel some scattering families to go to the centre of population. If it were not for the district lines, both might be better accommodated at some other schools. That system is mechanical and arbitrary that cannot adapt itself to existing circumstances. Another benefit arising from the abolition of the districts is, that fewer schools may be kept in town, and consequently made better by having more money for their support. It is a settled conviction of those who have examined the most efficient schools, both in this country and Europe, that a school of thirty-five or forty scholars is much better than one of half those numbers. One half, if not more, of the schools of our town average only from about fifteen to eighteen scholars. Now, if the districts were abolished, and schools established where they would best accommodate the children, it is likely that we should have several school-houses less in town. In Districts Nos. 10, 11, and 3, all contiguous, the average attendance for the last year was fourteen, sixteen, and seventeen, respectively. The average of all these schools is only forty-seven, a number sufficient but for one school, capable of being made of a higher order than one alone can possibly be. Here is a needless waste of money, without giving so good schools. We do not say that all the small schools in town could be so advantageously united; but by doing away with the district lines, much good might result to the schools. Another important purpose which it will serve is, to save the districts from those broils and contentions which are so frequently provoked in the erection and location of school-houses. Under the present system, the schools are impaired, if not destroyed, sometimes by this cause. If a house is to be built, it will be too costly for some, and not enough so for others. If one is to be located, it will be too near some, and too far from others. And thus the mutual good feeling and coöperation of parents, which the success of the school demands, is interrupted and taken from it. We have a striking proof of this statement in one of the districts of our town. If the town should abolish the districts, it would remove this bone of contention, and prevent others that will be likely to arise. It may not be possible under any system to locate school-houses so as equally to accommodate all. This is not expected. But if the town manages this matter in its corporate capacity, as it does all its other business, and intrusts these great interests of education to wise and disinterested men, those families that are situated farther from a common centre, and cannot, of course, have equal advantages with some others, will be more likely to acquiesce, in a good spirit, in the democratic principle of the greatest good to the greatest number. The Hon. Horace Mann condemns the District System, as one of the most unfortunate moves that was ever made for education. His successor, the present Secretary of the Board, takes the same ground; and it is now strongly recommended to towns to abolish their districts, before any more steps are taken by them in building and locating school-houses.

Secondly, we would offer a few words respecting school-houses. In case the districts are given up, the town takes possession of all the school-houses; and it will be its duty to provide equally good ones for all

sections of the town. The present miserable condition of some of the school-houses in town shows the inadequacy of the District System — or, at least, a palpable neglect of duty somewhere. As the case now is with the districts, some will have tolerably good school-houses, while others will have poor ones. It is often the case that in some of the districts rich and penurious men reside, who either have no children to educate, or who are more interested in money schemes than in schools; and they so influence the action of the districts, as to make them continue their miserable apologies for school-houses. In this way, those families who would desire to have good and suitable houses are made to suffer.

Thirdly, the employment of teachers. Were your committee to consult their own convenience, they would not be anxious, of course, for a change here. For, in case the districts are abolished, and the school-houses assumed by the town, Prudential Committees would have no legal existence. A committee that is chosen from year to year ought to be better acquainted with the character and condition of the schools, and better qualified to adapt teachers to them, than Prudential Committees, who are only chosen for one year, and who are then not always the best men of the district for that office. The committee of the town, again, should be men who are more familiar with the popular instruction of the day, and thus be enabled to call to the office of teaching those who are better qualified than those who sometimes now have charge of the schools. As the case is now, if the Prudential Committee has some friend, perhaps a german cousin, he may be induced to select him, if not half qualified for the school. An influence like this would not be so likely to extend to a whole committee, and who ought to feel too much responsibility to permit even a friend, unqualified, to enter a school. It is the decided opinion of the Secretary of the Board of Education, that the towns ought not to transfer this power into the hands of district agents, but to leave it, where the law originally leaves it, in the hands of the School Committee.

In conclusion, we call upon our fellow-citizens to deliberate upon these recommendations before they act, and not let that prejudice govern them which favors an existing system because it is old, and has answered tolerably well a demand of the past. The tendency of the age in which we live, in all the various departments of physical, intellectual, and moral action, is for reform. The young men of to-day will not, and ought not, to wear precisely the same fashioned coats their fathers wore, nor will they be content to work with the same tools, at the bench, or on the farm, with which they labored. Can it be said, then, that they will be content with the same old system of mental training, however well it may have answered the demand of the past? Are we faithful to our children, and to those who are to come after us, when we quietly fold our hands, and say, that we are willing they should enjoy no greater advantages for schooling than we enjoyed?

Let us, then, adopt enlightened views on this subject, and take those timely steps that will secure for them a comprehensive culture — a sound, practical education, which is better than gold and rubies.

HAMPSHIRE COUNTY.

ENFIELD.

The Superintending Committee have nothing very unusual to report of the state of the schools for the year past. The schools have been successful. Some of them have been marked for spirit and efficiency beyond others; but none have failed of a good degree of diligence in both instructors and pupils.

The case of one district might seem an exception to this statement, where the interests of the school had for some years fallen into neglect and decay; but the past year has shown a waking up even there. Their school-house has been repaired and remodelled, and some success has attended the effort to revive the ambition of the scholars. It is hoped that the inhabitants of that district will still unite their energies to bring up the school to its proper level. The committee feel that every thing there is depending on the union of the heads of families in firm and faithful action. In a district so small in population and disadvantageous in location, it is in the power of a few to defeat the best efforts of a limited majority.

As to the schools in this town, generally, the committee may remark, that it is not difficult to maintain them at a certain level of character and improvement. This has been easily done for years. It is a course of things which has grown into a habit among us. Nothing less than this will be tolerated by the people; for the fathers are wise enough to insist upon it that the children shall have at least as much education as themselves. All this is very well; but at the same time it is equally true that there might be a more elevated standard of instruction; and it is quite as true also, that to secure such an advance is very difficult under existing circumstances. It is difficult for such a town as this, for instance, to secure the stimulus and advantage of a gradation in the schools. Yet even if partial arrangements of that kind were attempted, they might amply repay the trouble and cost; and it is difficult also to command the best teaching and arrangement for all the schools at the present amount raised in the town for school purposes; but this is an impediment to progress which might be removed. A spirit among the people to project and undertake, on some different and more enlarged plan of operations, is commonly an impulse towards improvement in some degree, though all that is desired and sought be not attained. In connection with these suggestions, and in closing their report, the committee would call attention to the necessity of one thing at least — the division, on some plan, of the scholars of the first District School. For obvious reasons this school is excessively large: having also usually a great proportion of small children, it becomes unmanageable. No teacher can do it justice. Perhaps, in connection with the case of this school, some more extended arrangement for grading a portion of the schools may be

deemed advisable. A simple division of the scholars in that district be a matter of necessity. But the committee would venture to say that a more enlarged plan, embracing several neighboring schools though it has been formerly agitated without effect, — is well renewed consideration. If any thing of the kind practicable could be upon and carried into operation, the benefit of it would not be confined to these neighborhoods. It would act probably as a stimulus and elevation in the work of education throughout the township.

GRANBY.

Such being a brief statement of the condition of our schools, it is improper to propose, for the serious consideration of the town, the question, whether something cannot be done to improve and elevate their character, and thereby advance the cause of popular education.

This subject is usually incorporated in the annual report of your committee, and has doubtless become, together with the suggestions grown out of it, a trite, but yet, we trust, a not unwelcome theme. In whatever aspect we view it, whether in its relation to the future well being of the life of the rising generation, to its influence on the condition of our State, or our country, or whether we view it in its grandest and noblest aspect, as a means of developing those God-given powers which are thus being prepared to understand and interpret the mighty mysteries of creation, to swell the aggregate of human knowledge, and to associate better, and enjoy more exquisitely, the infinities of celestial knowledge hereafter, this subject is fraught with overwhelming importance. Therefore, though stereotyped it may seem to be, we still venture to urge it upon your consideration, hoping thus to awaken a new interest therein, to induce parents to look well to it that their children may enjoy and improve all their advantages; Prudential Committees to be more earnest in the discharge of their duties, and our successors in office to be more efficient than we have been, and more vigilant in guarding these the highest interests of our town.

While the notes of change in some of the principal features of the Common School System are being sounded in other parts of our State, it should be a matter of serious inquiry with us also, whether advantage would not accrue to our town from a similar change. Agreeably to the recommendation of the Board of Education, a large number of towns are abolishing the Districts and are resorting to the plan of grading schools. Although this may seem to be a serious innovation upon the basis on which our schools rest, and one of doubtful expediency, as we believe it to be a change which we, in common with all the towns of the State, will ultimately adopt, and one which, when adopted, will largely augment the benefits resulting from the annual expenditure of money. A just appreciation of the relative value of our schools under the present District System, with its numerous inseparable evils, will convince every candid person who would consult economy as well as utility, that we can ill afford to continue this expensive system longer.

We hazard nothing in saying, that were our school districts abolished and a graded school established, our town would derive double the amount of benefit from the money annually appropriated for Common Schools.

is a lamentable fact, and one which is apparent to every tax payer in town, that we fail to realize that amount of good from our school money which we ought to expect under an enlightened system of expending it. This is owing in part to the difficulty of procuring good teachers, and partly to the various difficulties which even a good teacher is obliged to contend with, both in and out of the school-room. A District School is made up of scholars of all ages, from three or four to fifteen or twenty years of age, and as great a variety of capacities as of ages may usually be observed, rendering a satisfactory and economical classification of the school almost, if not quite, impossible. The great diversity of studies which characterizes our schools at the present day adds much to the labors of the teacher, dividing her time and attention to such a degree that we have sometimes wondered that the scholars make as much progress as they often do. These difficulties would be obviated by the new system. Another objection to our present system is, "that our schools are no longer capable of giving the education required by the character of the times." Though the High School—which, we trust, is becoming an established fact—will in some degree compensate for this disadvantage, it is obvious that few, comparatively, will avail themselves of any great extent of the facilities afforded by it to advance their education. The prevailing sentiment of the present day is, that all classes should be permitted to drink from the perennial fountain of knowledge at the public expense; and a system of graded schools would place within the reach of all the opportunity of obtaining as thorough an education as is possible outside the walls of a college.

HADLEY.

The High School a great public benefit.—The inquiry of course arises in the mind of every citizen studious for the best welfare of the town, Is, the school a public blessing? An answer is due from us. We reply in the most unhesitating and emphatic manner, It is in our view a great public blessing, and will continue to be if the existing arrangement, or something equivalent to it, be perpetuated. The history we have given of its brief existence demonstrates its utility, as we think. But still other considerations are worthy of notice; e. g., the privileges of the school are greatly extended. It is now open to a large class, to whom before it was virtually closed—a class who could or would not enter if obliged to pay tuition; or, if they went at all, their connection with the school would be limited to a single quarter in some instances, and in others to two or three. Now, children are there from families of narrowest means, and they are able to continue on, quarter after quarter, in regular succession. This is a great point gained, and one that could never be secured under the old order of things. It is a gain to the individual scholar, and a gain to the entire school.

Several families have enjoyed the school to the amount of \$10.50 in a single quarter, according to the prevailing rates of tuition. Other families have enjoyed it during the year to the amount of from three to thirty dollars, and even upwards.

Some of these are families whose circumstances would warrant no such outlay, and the school is open free to every such family whose children can sustain the examination. It is, then, of special value to those

who prize a good education for their children, but whose means are small. If the school, as at present constituted, favors any class, it is certainly the poorer class. They of all others have reason to prize and cherish it.

Thus, while the school is equally open to all, and while its value is greatly enhanced for all its members, it extends its advantages to many who before felt that they were out of reach.

But this is not all. It is a great help to the Common Schools. It has been often said that an Academy damages the Common Schools in the town where it is located. It has been said of this, and not without reason. While it is true, beyond controversy, that it has been a great advantage to very many families and individuals, and, indeed, to the community through them, still it is true that children whose parents could afford to pay tuition have left the Common Schools and gone to the Academy too soon for their own good and that of the Academy, while the Common Schools have sometimes suffered by the premature removal of a portion of the best scholars, and others as bright have felt it a sort of degrading distinction to be left behind. Formerly scholars could leave the Common Schools any moment, for any reason, from disaffection towards a teacher, or to avoid an examination, and find refuge in the Academy. But this is no longer possible. Town scholars now can enter only at the beginning of the term, and by submitting to an examination. Thus it operates as a protector of the Common Schools.

The Academy, then, no longer injures the town schools. It does them great good. It furnishes them a healthful stimulus. The hope of entering excites to study, as well as the fear of failure. Scholars look forward to the day of examination, and strive to be ready to meet it.

We have seen this influence at work the last year in the most marked and unmistakable manner. Teachers assure us that the existence of a school of a higher order to be entered only on examination is a happy thing for the lower ones. Parents testify that their children have studied as never before, because they had the Academy in their eye. The existence of such a school here, as elsewhere, stimulates teachers, parents, and Prudential Committees. It makes Prudential Committees careful not to employ an indifferent teacher. It excites parents to watch over the progress of their children, and to help them on in their studies. They do not wish to have them apply for admission, and be refused for want of suitable qualification; and hence they do something to aid them in qualifying themselves.

Teachers do not like to have the scholars return to them as unqualified. It is a testimonial to their want of success which they do not desire. Such, in a word, is the working of this system where it exists. So it operates here, and will while it has a being.

The Academy and the Common School are parts of one whole, and are mutual helps to each other, instead of being an injury to each other, as they are to some extent while they maintain a separate existence.

Words can hardly be needful to show that the existence of such a school must tend greatly to elevate the intellectual and moral tone of society in our midst. It will furnish ground for a worthy self-respect. It will give us honor abroad. It may become our most honorable distinction. Its existence will tend to assuage local prejudices, and extinguish old animosities, and advance the general prosperity of the place. It contemplates harm to none. It will be a friend to every good interest,

a source of satisfaction to every lover of his kind, though he may think it of no advantage to himself personally. We do not mean to say that the school is in all respects perfect. In many points there is room for improvement. Its present is a great improvement on its former condition, and warrants the hope of still further advancement. On the whole, we think the result of the experiment ought to satisfy the warmest of its friends, and to dispossess any intelligent mind who is sincerely the friend of education of all coldness, prejudice, and hostility.

MIDDLEFIELD.

Your committee, in making their report, would make a few remarks in regard to the number of districts—of which, in the opinion of your committee, we have too many. The money and scholars are so divided that the schools are short and so small as to be of comparatively little value. We have eleven districts in town, and the average attendance is only about thirteen, which is far too small for a profitable school.

It is much harder to interest or get up the ambition in so small a school than a good sized one. A school of thirty scholars, other things being equal, will make more progress than one of ten or fifteen. But a number of schools do not have as many even as ten. On account of the number of districts, we have to hire so many teachers that we are obliged to take up with second-rate ones, or go without.

Our schools cost the town upwards of \$1000 the year, and we have only about 150 scholars that attend school during the year, of all ages; and, in the opinion of your committee, the advantages derived from our schools under the present system fall far below what they should, considering the outlay. I know the objection to be, that children cannot walk so far. In ordinary weather a child can walk a mile or two without inconvenience. They will run twice that distance in play, and not complain.

The next subject to which we would invite your attention is, that of change of teachers. In the first place, get good teachers, and then keep them as long as possible in the same district. This rotation of teachers is not quite so beneficial as rotation of crops. It is productive of much injury to schools.

The teacher comes into school a stranger. She is diligent in looking over the scholars, and ascertaining their standing and acquirements; classes them according to the best of her ability, and begins. But it is only a beginning; she soon learns that she has made mistakes, and rectifies them. Day after day is spent in doing what her predecessor, if a good teacher, would have done in an hour. It will take her a month, perhaps, to regulate, learn the disposition, and acquire an influence over them, and get the school under way; whereas a teacher acquainted with the school is ready to start right off.

PRESCOTT.

Upon the whole, your committee would congratulate the town in the success of their schools. It is believed that few towns have succeeded better, or that more able and faithful teachers have been employed than have been employed the past year. We find, in the different districts, a disposition to employ experienced teachers, and to give them some-

thing like a liberal compensation for their services. The cheapest teachers, which are sometimes employed, are in the end the dearest. The moral and intellectual training of the young cannot fail to interest parents who regard the present happiness and future usefulness of their children. Your committee feel that too much importance cannot be attached, especially to the moral training of our schools. The nursery and the school-room, in an important sense, shape and form the character of our children. No one would think of bending the sturdy oak in consequence of some defect. The twig, the sapling, may be inclined almost any way. So with the mind of the child. Hence discipline is requisite to shape, to incline the minds of the young into the paths of virtue. The careful observer, who can read character, who can remove, as it were, the veil which gives one an insight into the inner man, may predict with some degree of certainty what is to be the moral and religious influence of the young as they go forth into the world from the school-room.

Abundant as are the means of moral and intellectual improvement, no parent can be innocent who refuses to have his children avail themselves of these rich benefits, which are brought within the reach of every grade of society. It is in our Common Schools that there is created a thirst for knowledge. It is the school-house which has made New England what it is. From our schools an influence for either good or evil is to go forth, which is destined to be felt, not simply in our own immediate districts, but in our State, in the councils of this nation, through the world.

SOUTH HADLEY.

The District Schools in this town are thus accomplishing valuable results, and yet plainly not all that as a people we need. It is believed that, if possible, an opportunity ought to be given, at public expense, to all the children in town, to pursue a course of study by which, in intelligence and mental discipline, they shall stand side by side with the children of the most highly favored towns. And if there were sufficient enthusiasm and self-sacrifice on the subject, we believe this might be done; not by establishing at some central point a school for the more advanced scholars alone, for this would embarrass if it did not annihilate the District Schools, most of which are already far too small, but by consolidating these seven districts into one, and making provision, at common expense, for bringing the children together by public conveyance.

We believe that in this way we might have here one of the very best schools in the Commonwealth; and that by a regular gradation in the classes, furnishing the opportunity and stimulating the desire of progress, a spirit of enthusiasm might be awakened, and results attained, which under the present system it is absurd to expect.

But it would require a considerable expenditure of means at the outset to provide suitable buildings, and including the cost of gathering the scholars daily, it would be more expensive in its operation than the present system. But, considering the actual results, it is believed that it would be an economical measure; for then we should be able to educate our children at home; and all could have the advantages at home which a few only feel able to seek for their children abroad.

There would be far greater inducement than now for families having children to educate to settle amongst us, and far less necessity for such families already here to remove.

This sending children between the ages of twelve and eighteen away from school is not only an expensive, but a hazardous measure. For an example of the first: two young ladies went out of town last fall for advantages of instruction not to be obtained here, and the expense to their parents for a single term was not much less than one hundred dollars, besides outfit and books.

Now, a few such hundreds of dollars, wisely expended, would furnish the advantages to all our children.

Your committee have no definite proposition on this subject to recommend, but throw out these remarks for what they are worth, believing that some such plan as the one spoken of would, in the end, work admirably, and, on the whole, would be an economical plan for this part of South Hadley.

So long as the present system continues, however, it should be our aim to make the schools as good as possible; and in order to this the frequent change of teachers should as far as possible be avoided.

For obvious reasons, a teacher who is acquainted with the school, with the scholars and their progress, other things being equal, is far better qualified than a stranger to carry the school successfully forward.

This fact is oftentimes strangely overlooked. A competent teacher ought by all means, if possible, to be retained. The difference of fifty cents or a dollar a week in wages ought not to have any weight against the obvious advantages of such a plan.

Another thing: the parents should see that the children are regular and punctual at school. They ought to know, and to impress it upon the children, that absence from school or tardiness is a public calamity; that all the operations of the school are embarrassed by it; and that on no account, except in case of absolute necessity, is it ever to be thought of. And besides, the habit of regularity and punctuality is of the utmost importance in life, and should by all means be cultivated in the child from his earliest years.

We are happy to be able to say that some of the children have gone through the different terms without a single absence or tardiness. Such children, your committee believe, deserve to be held in high honor; and they feel half inclined to recommend that to every such child a silver medal be given at public expense, and to the parents of every such child a medal of gold.

WARE.

The Board of Education have recommended to abolish the School District System, and instead, to adopt the general, or one district; and they have given good reasons for this plan, which would doubtless operate well in many towns of our Commonwealth. Yet with all due deference to these suggestions, we think there are good and sufficient reasons for our town to continue, for the present, the old plan. One reason given for this change, is the fact that often the Prudential Committees are chosen, not for their fitness for the trust, but because they will accept of office, that they evince a greater desire to save a few dollars to the district in hiring a cheap teacher, or in obtaining an incompetent person,

and paying the price of a better one, merely because there was a relationship existing, more important to him than the welfare of the school. But your committee can fully exonerate the Prudential Committees of Ware for the past, as well as previous years, from this charge; for we feel confident that without exception they have endeavored to promote the interest of their respective schools. This is doubtless attributable to the care the districts have taken to select judicious Prudential Committees. As a proof of the good selections made, we would refer you to the success that has attended the schools in town the past year, as shown by the examinations, which, almost without exception, have been very satisfactory to your committee.

An objection to this change in the District System is, that the School Committee already have sufficient duties to attend to without adding those of Prudential Committee. It being now optional with towns to adopt the general District System or retain the present mode, we would recommend the latter, for the present at least, as more likely to give general satisfaction than any other.

After a careful consideration of the wants of our Common Schools, and the best means of promoting their uniform prosperity, and to bring them more nearly under a general supervision, we would recommend to the town a modification of the present supervision of the schools; and that is, to choose a committee of five or seven—and we think the latter number preferable;—let them be selected from different sections of the town, and one of this number be chosen with special reference to visiting schools, whose duty it shall be to make all the regular visits throughout the town during the year, excepting the High School, and to report to the committee at regular meetings the state and condition of each school; and this visitor shall be subject to the Board, to carry out their directions and recommendations respecting the schools. It is thought that by adopting this, or a similar plan, the schools will have a more uniform system, and their progress, as compared with each other, better understood. This kind of supervision has been successfully tried in other places, proving the most beneficial and economical method yet devised. The High School, as heretofore, may be under the direction of the whole committee, or of a sub-committee. This method has, in part, been practised during the past winter by your committee, and has, as we think, succeeded well, especially as there had been no previous arrangement to this effect.

HAMPDEN COUNTY.

LUDLOW.

It was a decision of the committee at their first meeting for examination of teachers, for the summer term of the schools, that no person should be approbated but such as were well qualified to instruct in all

mon English branches taught in our District Schools. Although elected but one person on examination, as not having the necessary qualifications, yet they feel constrained to say, that if they had been rigid in their examinations, it is possible that greater improvement would have been made in some of the schools.

There has always more or less prejudice existed in this place against the School Committee's exercising the full power that the law gives them in the management of schools; and this in our opinion has been a hindrance to their improvement. It is perhaps not known to all the inhabitants of this town, that the Town Committee are invested with the power of hiring teachers, and taking the whole management of the schools, unless restricted by vote of the town at their annual town meeting. This the committee believe to be a wise and salutary statute, and would operate greatly to the advantage and improvement of all the schools if fully concurred in by the inhabitants of the town. The committee are, or ought to be, better judges of the particular qualifications of teachers for particular districts than the District Committee can be, as they have the oversight of all the schools of the different districts, and the particular qualities of the teachers for the various districts.

We find that most of the Prudential Committee engage the teacher that applies for the school, and although the committee have the power to reject the teacher on examination, yet, in most instances, it is disagreeable feelings, and comes in conflict with the Town and District Committees. Some of the committee have had experience in this matter within the last two years, when the Prudential Committee voted to hire a teacher, and it devolved upon the Town Committee to manage the school. The committee accordingly hired a teacher, and took the whole management of the school; and it is believed that every one in the district was fully satisfied, and declared that the school was the best they had had for years.

The committee would therefore recommend that the hiring of teachers and the whole management of the schools be left with the Town Committee for at least one year, that a fair trial may be had; and then if successful, the town can vote the next year to return to the old system.

TOLLAND.

We are of decided opinion that the present District System is a check upon the progress and improvement of Common Schools. We believe that, as a town, ought to have the supervision of their schools, that the smaller or more backward schools might be aided more effectively by the town; weaker parts of a community need the assistance stronger. We believe the school-houses ought to be built and managed by the town; also, that the Examining Committee would be able to secure and contract with the teachers, and superintend them to the time when they shall begin, and how long to keep, than the present method, by Prudential Committees. Now, the Town Committee do a part, and another mass a part, which requires eight of this town, besides the Town Committee. One Prudential Committee wishes to have a teacher examined at one time; another Prudential Committee at another time; some Prudential Committees refuse to act part of the time; some of the districts do not choose any,

nor can they: these things, in view of your committee, are disastrous to the best interests of the schools. The evil might be remedied, or would not be as serious, were the entire charge of the teachers in the hands of one Board of Committee.

WEST SPRINGFIELD.

If any way can be devised to reduce the number of districts, or abolish them altogether, and adopt the system of graded schools, would be advantageous both as to economy and instruction; and recommend that a committee be appointed by the town, to inquire into the expediency of making some change, and of adopting the system of gradation in the schools.

The condition of the schools for the past year has compared favorably with that of the previous year. Females have been employed in most of the schools for the winter, as well as the summer term, and to great advantage. And we are happy to say that there is an increasing demand on the part of the people to employ well qualified and accomplished female teachers, and to retain their services through the year, and even for a longer time. Let this become the practice, and with good wages they will soon occupy a better position in their vocation, and elevate the character of the schools.

BERKSHIRE COUNTY.

ADAMS.

High School.—The town of Adams, possessing a population sufficiently large, has responded cheerfully to the provisions of the state requiring her to support a school where the higher branches may be taught during the year. This law is based upon the supposition that a town containing five hundred families would, of course, furnish a large number of scholars who could not derive those advantages that their advanced condition in the sciences required from the District Schools of the town. However true this may be of other towns of this size in the Commonwealth, it is not in the strictest sense true of the town of Adams; nor indeed can it be true of any town whose great industry is manufacturing in its various branches, thereby giving to its population that instability that ever must characterize such towns.

The District System.—Your committee feel sensibly the importance of certain modifications or changes in the present District System, in order to remove certain obstacles that lie in the way of the progress of our Common Schools. We are at least convinced that the matter of hiring teachers should be left entirely in the hands of the Town Committee, for it must be presumed that they better understand the condition of the schools, and know the peculiar qualifications requisite in a teacher.

enable him to discharge his duties to such school to the best advantage. peculiar favoritism pervades the districts, by which certain individuals are foisted upon the district against the wishes of a majority of the citizens comprising such districts. This, in many cases, completely destroys all interest in the school, and the money appropriated for such school is completely wasted.

Teachers.—The committee have endeavored to raise the standard of qualification in teachers, and hope our successors in office will do more than we have done in this way. The committee cannot do this alone and single-handed. They must have the coöperation of their fellow-citizens, because it cannot be expected that gentlemen and ladies will make teaching their vocation, and fit themselves for their work, unless they have a prospect of obtaining for their services more than is too grudgingly doled out to them in most of our school districts. True economy is to employ the best of teachers, and pay accordingly.

School Superintendent.—Your committee fully believe that the town should elect a School Committee, with the understanding that the chairman shall devote his time, almost exclusively, for at least six months in the year, to visiting schools, and looking after their interests, and in lecturing on the subject of popular education in the various districts; and thus excite a deeper interest in this important subject. We believe that this mode would be attended with less expense than the present plan.

ALFORD.

The School Committee report that there are some infelicities existing in our present school system, to the consideration of which your attention is respectfully invited. The practice of authorizing Prudential Committees to select our teachers has obtained in this town for many years. Now, the appointment of teachers is a matter of vital importance to the interests of our schools. All other considerations are subordinate to this, for upon the wisdom of its exercise depends their success. We may make liberal appropriations of our money; we may build commodious houses, and furnish them with all requisite apparatuses; we may require the most careful supervision on the part of our committees; yet if we fail to select good teachers, it will be impossible to have good schools. "As is the teacher so is the school." It is he that must give it tone and character. It is important that men of intelligence and experience be selected to superintend our schools; but the power of appointing teachers is vastly more important, and its adjustment calls for a corresponding exercise of judgment and discretion. It not unfrequently happens that men are appointed to the office of Prudential Committee whose qualifications are extremely limited, who have had no experience, feel little or no interest in schools, and who accept it only because they wish to manifest a willingness to bear their proportion of the burdens of society. Is it surprising under such circumstances that unwise selections should be made? The history of the past year does not elicit these remarks. These are convictions which we have felt for years. Under the present system, every candidate presented for examination comes as an applicant for a particular school. No adjustment with reference to another school to which he may be well adapted is possible. He must be approved for that school or none. And yet the wants are as various as the supplies.

One school is large, another is small. In one the pupils are advanced in study, in another they are not. Now, if a certain number of individuals, of various character and attainments, are to take charge of as many different schools in town, can it be a matter of indifference how the assignments are made? Is it not easy to conceive that much of their success would depend upon their being placed each in his appropriate school? Again, it is not uncommon that teachers are appointed, and schools commenced, without the knowledge of the School Committee. This often embarrasses their action, and leaves them but a choice of evils. Under such circumstances they are frequently induced to confer that approbation which under others would be withheld.

Finally, the existence of two distinct committees, under the present regime, destroys, in a great measure, the responsibility of both. If any failure occurs in our schools, each mutually casts the blame upon the other, and between them that feeling of responsibility, which should always rest somewhere, is lost.

There is also a growing dissatisfaction relative to the division of the public money. The district having the greatest number of scholars complains that its share is not proportional to the comparative size of its school, while others contend that they, too, are already suffering from an unequal distribution.

Your committee are of the opinion that there is but one way to remedy all these evils; and that is, to discontinue our school districts, thereby placing this whole matter of school administration directly in the hands of the town. Such an adjustment would at once obviate all the difficulties and embarrassments resulting from the existence of two distinct committees. The power of appointing teachers and superintending schools would be committed to a board of men who would be held strictly responsible for the faithful discharge of every duty. Who can doubt that such an arrangement would be attended with the most salutary results? Building school-houses would then become the business of the town, and as a natural consequence, there would be a perfect uniformity, so far as regards propriety and convenience. Equal taxation would entitle all to equal rights and privileges. The same principle should regulate the division of the public money. And the great object should be to provide, as nearly as possible, equal advantages of education for all the children of the town. This is what the law contemplates, and what justice demands.

We know that the present is a time-honored system, that it has come down to us from a former generation; yet it is not too sacred for improvement. We have no disposition to impeach the wisdom of our fathers. They rarely erred in practical matters. And the establishment of school districts at the time was unquestionably a wise and judicious act. But radical changes have taken place since their day, and many provisions altogether competent then would be unsuitable and extremely inconvenient now. New times demand new measures. And while revering the memory and admiring the wisdom of our fathers, let us imitate their noble example, by proving ourselves equal to the wants and exigencies of the age in which we live.

BECKET.

regard to supplying facilities for educating the rising generation, it is gratifying to find that we live in an age of laudable and gratifying improvement.

In this we seem approximating to a superior standard of excellence.

Such improvement is especially manifest in almost every department of our Common School System. Amidst all this enterprise and activity, we still occupy a town where whatever pertains to our Public Schools remains almost as staid and as stale as if none of these elements were operating so powerfully about us. Here are the same school-houses which several successive generations have received their knowledge of the elements of learning. In those districts where houses have been dilapidated or repaired within the recollection of the present inhabitants, no change of form or construction has been effected. Those which are dilapidated as to unfit them for further occupancy, and those in a ruinous condition, all remain as formerly, "out of doors," on the public way, not infrequently where three or more ways meet, without an enclosed play-ground, without woodshed, or other necessaries of a school-building, and equally destitute of other conveniences — those necessary implements and fixtures within.

In view of all these deficiencies, your committee have not the temerity to intend much to exaggerate or expose these evils, nor at present to advocate strenuously an attempt at that reform so common in other towns. Indeed, we recommend, in some instances, that things be allowed to continue as they are.

We would not think it unsafe nor inexpedient to put in, especially as winter approaches, an occasional light, to stop some of the greater leaks in the roof, and some of the largest cracks and knot-holes about the doors; for any considerable expenditure upon those houses which, if left to decay, will so soon have had their day, we do not encourage it. Do not be alarmed by these suggestions that your committee are in favor of retrogression. To continue as we are we cannot; nor would we. Nothing is more pleasing to us than to witness the great and very common changes which have taken place within the last few years, in reference to the plan, the organization, and the many conveniences connected with the building of school-houses, and whatever pertains to the furtherance of a Common School education. Where we are not permitted personally to witness the happy results of that spirit of enterprise which seems fast pervading the community of this Commonwealth, and the great community of our country, and the enlightened world, we love to read of them.

Do you inquire if the committee think it practicable to introduce to our town all those innovating measures denominated improvements? As we have already intimated, we do not at present think it expedient in our town; but we do believe the time has fully come when it is the duty of this people to make somewhere a beginning in this revolutionary movement in regard to school-houses and their accommodations. The welfare of the town, the regard which the parent cherishes for his offspring, and every claim which the rising generation has upon their fathers and predecessors, with the future prospects of our country, and the enlightenment of the world, demand it at our hands.

CHESHIRE.

Your committee would suggest the propriety of raising a larger sum of money for the support of schools the ensuing year, as there is evidently a large increase of scholars in town, numbering forty-five more than last year; and the amount received by some of the small districts is insufficient to support their schools a reasonable length of time.

Your committee are of opinion that the hiring of teachers should be left with the Town Committee; if this was the case, there would be but very little trouble in procuring efficient teachers for every school in town. Teachers making application for schools would be more likely to be capable of teaching, as in all probability they would be rejected by the Examining Committee if they were not; and teachers would be likely to have schools assigned them in which they would best succeed; whereas Prudential Committees are too apt to hire the first person that presents himself, without any inquiry as to his ability or acquirements as a teacher, supposing that is entirely the duty of the Examining Committee. In this way many persons are employed who are not competent teachers, thereby causing embarrassments to your committee, and proving detrimental to the best interests of the schools.

GREAT BARRINGTON.

The committee may be considered as taking too much upon themselves, in offering a suggestion in their report with respect to a subject which never has been strongly urged upon the attention of the town, although it has frequently been named by individuals, who have felt interested in education. The committee would by no means do what might be unacceptable to their fellow-citizens, who may feel generously ready to do good, and honorably disposed to comply with the wholesome laws of the Commonwealth. They, however, feel called upon to suggest whether the educational interests of the town do not require the establishment of a school of a higher character than any which we now have, and the advantages of which shall not be confined to any one district, but be open for the participation of all. At present, a young man cannot be prepared for college in this town at the public cost; neither can he pursue those advanced branches of study which would fit him for usefulness, or for much success and distinction in mercantile life, in mechanical or agricultural pursuits, without being subjected to charges for private tuition.

Distinguished friends of education from the eastern parts of the State, and from our more immediate neighborhood, when they have visited this town, have inquired for our High School. On being referred to the Academy, which is established here, as affording ample means for education in the advanced branches of study, they have expressed the opinion, — an opinion which your committee have long held, and the force of which all reflecting persons cannot fail to perceive — that the existence of such an institution here actually stands in the way of the establishment of a High School, such as we propose. And, therefore, the few only, who can afford to pay for their primary education, can fit themselves for college or the higher departments in mercantile, mechanical, or agricultural pursuits; whilst all others are left to be contented with inferior attainments, and with callings for which time might perhaps prove that they

re actually less suited than for others, upon which educational opportunities might have enabled them to enter.

The committee would therefore propose, and even earnestly recommend, the purchase, by the authorities of this town, of all the shares in the present Academy, situated upon Main Street, in the village of Great Torrington, and the immediate conversion of the building to the use of a town, for the establishment of a High School, such as is required by the laws of our Commonwealth, and demanded by every principle and policy which should characterize liberal, noble-minded men.

HANCOCK.

Suggestions. — It occurs to your committee, most evidently, that, among the things which still have room for, and would most rationally admit of improvement, the Public Schools of this town may be reckoned. Therefore,

1. We would present for your consideration, whether it would not be for the best general good to abolish the present District System, — taking the entire matter under the superintendence of the town.

It is well known to you all, that the geographical features of this town are unfavorable to centralization, being narrow, and of such natural boundaries of hills, as hardly to afford a centre with more than two radiating points, and these usually north and south; the inhabitants living principally upon one continuous street. Besides, time and other influences work changes. The restless ocean bears the sands from one shore, and deposits them on another, and so leaves its former position. Streams leave their old currents, and form new channels. These changes occur nowhere more than in the tide of human affairs, and in the current of human population. This town shows this, and what were once suitable boundaries for districts seem not to be now. These reasons, among others, may be urged why the present District System should be abolished.

2. Would it not be well to inquire into the legality, as well as the propriety, of paying over any portion of the school funds to those applicants who do not allow their teachers to be examined, and their schools to be visited, and inspected, as the law specifies, and the state law makes a condition of being entitled to the funds?

3. We would invite your especial attention to the condition of the village school — Fourth District. The number of scholars in this district is now too large for one school, and one teacher, both summer and winter. The enlargement of the present house is suggested by some, the division of the district by others — the building of a new school-house or houses. Advantages may be urged for having two schools in the same house; also, advantages for having two school-houses, and in separate places. It would seem that the advantages of having two school-houses, and in separate places, give that the preference. However, should the first suggestion made receive proper attention, and be reduced to practice, and the District System be abolished, it would open a way to obviate all the evils now existing in this school, as well as in all the others — evils inseparably connected with that antiquated system suited only to a former age.

4. Your committee would recommend retaining, as far as practical and

possible, the same teachers, tried, and proved, and experienced in the same schools. Your farm and domestic help, who have been long in your employ, and acquainted with your fields, buildings, utensils, and customs, are worth more to you than new and uninitiated hands can be; so of your school teachers—acquainted with your place, your books, your children, their constitutions, temperament, attainments, ways, and turn of mind; also, you and your children have the advantage of an acquaintance with the former teacher, whereas the new one makes every thing new and strange; perhaps quite different, and even contrary to the other, and may just about counteract and make null all the good the preceding teacher accomplished. Therefore the teacher should be well paid, and the school, and place, and boarding be made so pleasant, and comfortable, and desirable, that the teacher shall be willing to remain year after year in the same school.

HINSDALE.

In two or three instances, your committee have been not a little embarrassed in their action by the previous action of Prudential Committees, and their relations to the candidates. In one instance teachers were actually put into the school-room some days before being presented to the committee for examination; and in two others, the candidates were presented so near the time for the schools to commence, that the committee were exceedingly perplexed. They were under the necessity of giving certificates against their convictions, or of seriously interrupting the schools. Choosing the former, as the least of two evils, the result verified our fears, and taught us what we hope will be a valuable lesson in future.

We have been convinced that we erred in these cases; and we would here take occasion to remind Prudential Committees that they should never make any thing more than a conditional agreement with teachers, and then see that they are examined in season to provide others, in case they are not approved. There would then be less danger of collision, or of embarrassment to the committee. Better still we think it would be for the town to leave the business of employing teachers where the statute leaves it—that is, with the Town Committees. But as this point was presented at some length by the last year's committee, we will not dwell upon it here.

In connection with this point, however, is another of some importance. The school in District No. 2 is too small to be profitable. It has numbered but six scholars during the winter. On this school, of four months, there has been expended \$59.25; which is an average of almost \$10.00 to each scholar. The district has also more money than it can well use, as there are not scholars enough to have a school in summer.

LANESBOROUGH.

1. There should be greater uniformity in the number of months' schooling in each district, so that while some children are taught ten months in the year, others should not be obliged to be satisfied with only three or four.

2. There should exist in all our districts a determination to hire the

best qualified teachers, even should a tax be necessary to secure their services.

3. The teachers should be hired, as they will have to be this year, on account of the defects in the warrant for the March Meeting, by the Town Committee, who ought to be the best qualified to judge of qualifications, and who can more impartially decide upon the merits of conflicting claimants.

4. If the town requires laborious duties from its agents, without being willing to allow them their necessary expenses, then let the town elect a committee of eight persons, one from each school district, and that committee elect a superintendent of schools, whose duty it shall be to assume and discharge every responsibility in regard to the schools, and who shall be suitably rewarded for his time and trouble.

NEW MARLBOROUGH.

Though your committee have endeavored to be faithful and judicious in the discharge of their duties, they are aware that their services have been of but little benefit to the schools, or to the cause of popular education. They have severely felt the difficulties which School Committees are complaining of from all parts of the state, and which will continue to embarrass every successive School Committee, as long as we adhere to our present complicated system of school management. If they have rejected no candidates for teachers, it has not been so much because they were all well qualified, as because they were already employed by another committee, and known throughout the community as the prospective teachers of the season; and because a rejection under such circumstances usually proves a permanent injury to the individual, and produces such a disrapture of feeling in the district, as to hazard the success of any other teacher. Were the School Committee charged with the business of employing and remunerating all the teachers, they could easily adopt such a course as would avoid the delicacy and the ill results of rejecting those who were not qualified.

Your committee wish briefly to call the attention of the town to a few facts respecting the condition and prospects of our Public Schools.

In the first place, much of our school money is very uneconomically expended. School District No. 10, for instance, has expended the last year about \$60 on an average school of 4½ scholars, making the cost of the school the enormous sum of \$13.12½ for each scholar. District No. 11 has expended \$9.39 on each average scholar. The cost of school in District No. 4 has been \$8.06 per scholar. Now, this want of economy in the expenditure of our school money is owing to the unaccommodating nature of district organizations. All the scholars in some of these districts might be almost as well accommodated at neighboring schools; and it would be far better for such to join money and children with those schools; but the district organization proves an insuperable barrier. Indeed, under this system, our schools are constantly becoming more unequal; and it is only by abolishing it, that they can approximate towards equality, both in scholars and resources, and thus prevent crowded and unprofitable schools on the one hand, and expending money to little purpose on the other.

Again, there is an increasing disposition to withdraw patronage from

the Common School. This appears from the fact that not less than three private schools have been sustained in town during the past winter. This, we have the means of knowing, is owing, in a great measure, to a loss of confidence in the efficiency of our Common Schools. The times are demanding better facilities for a progressive and thorough education than our Common Schools afford; and if we would not have our Public Schools fall into disrepute, and be left to the poorer class, and to foreigners, we must put them on a footing that is demanded by our ablest and our best citizens — those whose influence and co-operation we can least afford to spare.

PITTSFIELD.

In closing this report, we ask leave to offer a suggestion on the supervision of our schools. We do it very willingly at this time, since it cannot affect the arrangements for the coming year. It is our object to suggest subject for consideration, rather than to invite immediate action. All are aware that a supervision, by those who have other cares and other business which takes precedence, must, of course, be a defective one. All who have had any thing to do with our schools must have observed a great want of system, or unity of purpose, pervading the concern.

We sketch, for consideration, the following outline. The appointment of a committee, or board of three persons, and a fourth, who should hold to the others the relation which the Secretary holds to the State Board of Education. The Board should be present at the general examination of teachers, and of the High School; — should hold regular meetings semi-annually, and occasional ones so often as their counsel or action should be required. The Secretary should be superintendent of all the schools, should be officially Principal of the High School, and spend all his time as a teacher in that school, except so much as might be required for a full and thorough supervision of the District Schools. This, we think, would require four afternoons in each week. In the High School, under his own hand, would be prepared teachers, and it would matter comparatively but little who employed them for our District Schools. If well-qualified teachers were prepared in the High School, they would be employed in the Districts. He should give his whole time and powers to the cause of education; should encourage teachers to meet often for mutual instruction, and make himself one of their number. Such an arrangement would bind all our schools together, and bring the same plan, system, and order into our educational affairs, that is carried into other business, and without which not a manufacturing establishment in the country could live half ten years. If, in a pecuniary point of view, it is found profitable in one case, there is no reason why it should not in the other; — and for the cause of Education, such a supervision could but produce the happiest effects. The State is awaking to this subject. All seem satisfied that some better plan than the present must be adopted. A multitude of suggestions have been made, and many of them are being tried. We offer our mite for consideration, and there leave it.

SANDISFIELD.

We think the time cannot be far distant when an important change will take place in the management of the schools of this town, and throughout the State, which will greatly increase the efficiency of our schools. This change has already well commenced in a large number of the towns of this Commonwealth. We allude to the voluntary abandonment of the entire District System by the towns. This system is attended with serious inconveniences. We will speak of but one of these at this time, and that is, the employment of teachers by the Prudential Committee. We wish to present some reasons for your consideration, why the Town Committee should employ the teachers. In the first place, the Town Committee are the proper persons to do this business. In employing a teacher, the first step would appear to be an examination of his or her literary qualifications for the office; if these are satisfactory, then the contract can be made with the understanding that if there shall be a material failure in the successful management of the school, it may be closed at any time the committee shall say.

The Prudential Committee hires a teacher, and at the same time has no authority to install that teacher in the school for which he is engaged; and when said teacher is examined by the Town Committee, if his qualifications should not be as satisfactory as desirable, yet with the uncertainty of getting a better one so late in the season, and with the liability of producing dissatisfaction, to a greater or less extent, teachers are often approved when they would not be, if the Town Committee were the contracting party. The Town Committee, in visiting the schools, have a better opportunity to learn who are successful teachers, and who are not, than the Prudential Committee can have. Such teachers as they wish to continue can be secured for another season, and in this way the expense of employing teachers need be but a trifling item to the town. Again, a wise discrimination is necessary in the adaptation of teachers to the different schools. Some schools require certain elements of character in a teacher which in other schools might be objectionable. A judicious committee could better judge of such adaptation than a Prudential Committee could ordinarily be expected to do. Again, embarrassing collisions sometimes occur between the Town and Prudential Committees. For instance, a case like this occurred. A Prudential Committee writes to a lady that he will give her so much per week to teach the school in his district, if she will certify her acceptance of his proposal by the bearer of the letter; she accepts the offer, is examined and approved by the Town Committee as teacher for said district. Afterward, that Prudential Committee hires another teacher, and notifies the first accordingly. She comes to the Town Committee for advice, and presents the written contract from the Prudential Committee. Can the Town Committee install another teacher in that school, and reject the first under such circumstances?

Again, for want of interest, negligence, or some neighborhood difficulty, the Prudential Committee refuses to take his turn at hiring teachers, and no teacher is engaged till after other schools are in operation; it is then difficult to obtain such a teacher as the school demands: then they

call upon the Town Committee, and he must get such a teacher as he can, and then be blamed if the school is not successful.

Again, teachers desire to please their employers, and to gratify some whim of the Prudential Committee, may fail to comply with important instructions and suggestions of the Town Committee, and thus subvert their best endeavors to be useful to the schools.

Finally, we believe you will best promote the interest of the schools of this town, by throwing the responsibility of employing teachers upon the Town Committee, that the experiment may be tried; and if it shall prove a failure, we can return again to the beaten track. In regard to the success of the schools the past year, we have nothing specially encouraging; the success of the schools is in the ratio of the interest felt in the community upon the subject.

SAVOY.

We have endeavored to discharge the duties of our office with fidelity to the interests of the schools, with moderation in regard to the exercise of the authority and prerogatives of our office, and, we fear, with too much leniency towards the ignorance and want of competency to govern, so prominently manifested by some of our teachers.

We have endeavored to accommodate our decisions to the prejudices and interests of the several districts, when consistent with an open, manly deportment, and a just estimation of duty. We may have erred, but we hope that if we have it was in not acting rather than in over acting.

In discharging our duties, we have met with difficulties. We have been obliged to appropiate persons not fully competent to perform all the duties of a teacher, or subject the Prudential Committee, that hired them, to much trouble, and perhaps some expense, in procuring others. And as it has been the custom of our predecessors to let all teach who could get a Prudential Committee to hire them, your committee did not feel at liberty to disregard a custom sanctioned by time and gray heads; a part of us having had experience in the matter before, and the remainder having a vivid recollection of the result of an effort to discharge a teacher that a Prudential Committee had hired.

We are confident that more or less inconvenience will invariably be experienced, so long as the duties of procuring and approbating teachers are divided between distinct offices, unless there is a hearty co-operation of each. If each in part provide a teacher, then each will feel only a part of the responsibility, and consequently the duties of neither will be performed by persons feeling fully their responsibilities. And if a poor school is the result, the Prudential Committee will throw the blame on the Examining Committee, and the Examining Committee will throw the blame on the Prudential Committee. We would recommend the town to dispense with the lumbering machinery of old provincialisms, and adopt the more modern, convenient, and better plan — that of giving the Town Committee the whole control of the schools, if we did not think the town so wedded to this idol that it would be useless.

Some of the teachers of whom we anticipated good things from their literary accomplishments failed for want of tact and energy in regulating

verning, so that we have had some good schools, some passable and some worthless ones.

SHEFFIELD.

evident at a glance, that numbers of our schools would be more profitable, could we carry out among us the gradation of . If two or more of our present schools could be brought into d in that one the best of teachers procured, there would be a de-saving of money to the town, and an advantage to the pupils all estimate. It was a vote of the town at their last meeting, to n the hands of the Town's Committee the employing of teachers. e aware it will increase the duties and responsibilities of the Committee, but it will prevent the embarrassments in which they en placed, and it will, we think, secure to the districts better s, as their position gives them an opportunity of knowing the of the schools better than any one in the district, and also of be- acquainted with efficient teachers; besides, as they are responsible ir success, it is no more than justice they should have the power ction. It will also save expense to the town in examining the ates. How often it happens, after a notice has been given, very deed to the time of commencing the schools, or not a soul will sed to it, sometimes not even then, for we have met four or five he past year, and not a candidate present, for the Prudential Com- had delayed employing his teacher until the best were all engaged here else, and he is left without a choice—this or none. He must t to be approbated, and if his literary qualifications are answer- e may not have the ability of imparting it to others, or the capaci- overn and manage a school; but it is late for school to commence, knows not where to find another, and, of course, must try. This naginary instance, but one quite too real.

TYRINGHAM.

t the schools in Tyringham are defective, and in general highly so, ent to all who are acquainted with them. Nothing is more com- an to hear of complaints, uttered here and there, by the people lves who are most interested, bitter complaints, reiterated at the ing, in the middle, and at the end of every session, in more than the districts, and in some years in nearly, if not quite, all, complaints are made and forgotten, year in and year out; and e are, to this day, in nothing improved, and proposing nothing, to complain and to forget as before. And now, what are some of complaints? In the first place, the people complain that the s, with now and then an exception, are little better, if any, than ools at all.

most impressive reply that can be made to this complaint is, that ue.

e of the advantages that would attend the abolishing of the dis- resolving them all into one in each town, are, the practicability of g the schools, and of equalizing the size of them; all of which tend to reduce the number of schools to be supported, and to in- in an equal ratio the means of supplying that reduced number

with better teachers, and better school-houses, and more convenience at an expense certainly no greater than is now incurred, and very likely, in the long run, at an expense much reduced. The result would be a decided progress in the character of our schools, with a lessening of complaints against the teachers and the committees now employed. In such a case our children and youth would be much better educated than they now are, and in less than one half the time that it now takes to give them the inferior education which they at present receive.

One chief object in alluding to this subject of abolishing the District System is, to bring it before the town for their information and reflection. Your committee is not so sanguine as to expect so important a change to be brought about at once.

WEST STOCKBRIDGE.

In the report of last year your committee recommended that the employment of teachers be left to the School Committee. Your committee can have no selfish motive in view when they urge this upon you. They surely would be unwise to multiply labor to themselves did they not think it for the benefit of the schools. There are several reasons presented for this change in the report of last year; therefore we do not consider it necessary to enumerate them again. As there is an article in the warrant for to-day's meeting to this effect, we trust that all have considered the subject sufficiently to act understandingly. This being the case, we trust that every voter in town will act as he thinks most conducive to the good of our schools; so that the records of to-day will show this year to be the time when this system was adopted by the voters of West Stockbridge. Let the town try the experiment for one year, and if this mode proves, on a fair trial, to be disadvantageous, then the present mode can be again adopted. Another consideration briefly spoken of in the report of last year we wish again to present to you, viz., the "District System."

If the change has produced so good an effect upon the schools of other towns, why may we not expect a similar effect from the adoption of it in this town. We do not expect the District System to be abolished this year, but we hope that not many years will intervene before the legal voters of this town will be sufficiently awakened to the importance of this matter to adopt the proposed system.

WILLIAMSTOWN.

Your committee are of opinion that the schools are in as flourishing a condition as could be expected under our present District System. That there might be a better system adopted in many respects, even in our scattered population, we are convinced.

We are confident that our schools will not be in a much better condition than they now are until some of the districts are united, and the large scholars separated from the smaller. Some of our schools are crowded with all sizes and ages, and every thing is taught, from alphabet to algebra, and nothing taught as it should be.

FRANKLIN COUNTY.

BERNARDSTON.

Our committee are happy to be enabled to say, that as a whole, your schools are by no means retrograding in their character; that harmony reigns the rule, and disorganizing contests the rare exception throughout the town since our last report.

We have, in previous reports, pointed out the importance of employing good teachers; of providing for them good school-rooms; of the regular and punctual attendance of pupils, to which too much attention never be paid; of providing suitable books, &c., &c.

What we wish to direct your attention to now is, that more interest is manifested by parents in habitually visiting your schools, perceiving and noticing the methods of instruction employed by your teachers, their deportment in school, and the rate of progress of your children. Now that our farmers say, "We are too busy to visit schools. Farming, money-making operations engross our time and mental powers, and we must leave our schools to be managed by our teachers and committees." The merchant, also, must attend to his merchandise, the mechanic to his shop. The school teacher goes daily to his regular task, and either labors conscientiously on in the path of duty, or, if he cannot but get the children into his school-room; or, seeing no advantage in caring whether he be faithful or not, neglects his charge, endeavoring to accomplish just enough to pass away the time, and receive his compensation. Ought these things so to be? You may say, we have said, that you employ teachers to teach your children, and the committee to superintend your school.

Is this all? Would merchants employ clerks to sell their merchandise, and then leave every thing to their discretion and honesty, without examining accounts or cash books? Would farmers upon their farms, or mechanics in their various occupations, trust every thing to agents or laborers? Do they, in fact, trust any thing? How much more important that we should be informed, by personal observation of the state of our schools, those nurseries of future citizens, statesmen and rulers! Your teacher, seeing the eyes of his patrons upon him, will feel new encouragement, new incitement to exertion; and your parents! the importance they would attach to your occasional visits, and the advantages they would derive from them, are incalculable. May we hope that some systematic plan will be adopted in each district to carry out these suggestions? An agreement, entered into at our annual district meetings, that two individuals in the district should visit the school during its first week, two others the second, and so on in rotation, would, if faithfully carried out, do very much towards encouraging our pupils and advancing our schools. Let the mothers of the

rising generation participate in this not unpleasant duty, and thus enjoy one of woman's uncontested rights, the right of doing good.

Your committee have chosen during the past year, as for some previous years, to take the closing examinations of schools principally into their own hands, and still feel assured that while such a course tends to elucidate the real educational condition of the school, it is also conducive to that independence of thought, expansion of mind, and clearness of ideas which are desirable in every scholar, and which are seldom obtained by a rigid adherence to text-books and set rules. It has been our aim to lead scholars to theorize rather than memorize, to think, rather than, parrot-like, to repeat mere words, the meaning of which they are almost total strangers to.

BUCKLAND.

Your committee are satisfied that the selection of teachers by Prudential Committees is not calculated to improve our schools; and while this practice is continued there is little hope of improvement in the quality of teachers employed. Very few are willing to serve in that capacity unless they have some friend whom they wish to employ, not so much for the good of the school as for the money. And the practice of employing a new teacher every term is often a serious loss. Your committee recommend that the law of 1838, chap. 105, making it the duty of the School Committee to select and contract with the teachers, unless the town, having an article in the warrant, vote to transfer this duty from the School Committee to the Prudential Committees, be observed hereafter; and recommend that with this additional power granted to School Committees, that in future it consist of five instead of three, and that only two of the five be permitted to go out at any one time; so that a majority of every board will know the state of the schools, and be prepared to keep them improving. Upon the question of discontinuing the District System, your committee feel confident that while it will not injure the large districts, it will benefit the smaller ones, and make the system of education more equal and economical.

COLERAINE.

The wide extent of territory embraced within the limits of our town and the number of school districts into which it is divided, render it difficult, if not impossible, to adopt any plan for advancing the interest of our schools which will not be open to many and serious objections. Still we think there are evils which may be removed, and we shall rely on the co-operation of our fellow-citizens in all proper endeavors to effect so desirable an object.

Your committee are fully convinced that, however competent may have been the teachers employed for several years past,—and certainly we have no fault to find in this respect,—less has been accomplished than might reasonably have been expected. Taking the results of a series of years, there has been too little advance in the several studies pursued. For illustration of our meaning we refer to the fact, that at the spring examination, the present year, the same lessons were recited by the same individuals as last year; there had been no advance as to the number of pages gone over. We were informed by some pupils that

d studied as far as Interest in the Arithmetic two or three years d were only to Interest now. The reason of this is, doubtless, ctice of beginning the text-books anew at the beginning of each If this is done, and the classes are hurried on as fast as the time an be allotted to the recitations will permit, it follows that in a umber of weeks a certain number of pages will be gone over. ctice referred to may be necessary. Whence arises the necessity? too often the fact, the success of a teacher is estimated by the with which page after page is left behind, we have at once an to our inquiry. A premium is thus offered for superficial teach- : will take but a few weeks to "learn the coarse print" in the ar, and the answers to the questions in the Geography, if the possible words be marked in the latter study as the answers; but ik that if this is all that is to be done, the children would do as well to stay at home and hear each other's lessons. So, too, y easy to "go through the Arithmetic" in one short term, if the will work out for the pupil all the difficult problems. By means expedients scholars may be hurried on, but it will be necessary at the process year after year until the pupil leaves the school.

the course we have named is sometimes adopted we know. We und the text-books in several schools so marked as to convince mmittee that the only thing aimed at in studying a lesson was the answers to the questions in the book in the fewest possible

An evil of this nature is very easily remedied. Let parents de- little time each day, or week, to the examination of their children essons learned, instead of asking them how far they have gone, ve the preference to those teachers who are most thorough al- more slow, and the necessity of going over the same lessons year ar will cease to exist.

her cause of the necessity we are considering may be the frequent of teachers. We do not know of but one teacher who has taught ame school through the year, while we are sure that in this town her has been employed by the same district for a succession of

It is doubtless good husbandry to frequently change the crops rom a given piece of land, but it would be at least questionable r a farm would improve in value if leased each year to a new ; and we think the policy of changing teachers every year quite ctionable.

is understood, when a teacher is hired, that he or she will be con- in the same school for years if faithful, it would tend to secure ost diligence on the part of the teacher. But the practice is to the District Committee every year. Each new committee man ister, or cousin, or niece, he wishes to favor, or it may be his chil- ve some favorite they wish appointed, and so a selection is made arcealy a thought as to what the interests of the district may .

We have in mind an instance in which the summer school in a istrict was promised by some of the children in that district pro- a certain individual should be the District Committee; and it is y owing to some such cause that the teachers in our schools are uently changed. But changing so often, the teacher must learn e progress and capacity of his pupils, devoting several days to ing and classifying them, or he may adopt the easier expedient of

turning back to the first page of the text-book, and sacrifice the interests of his scholars to his own convenience.

Another answer to our inquiry may be found in the shortness of the school terms, especially in the larger districts. In five districts the average length of the winter schools was less than eight weeks. The largest district in town was able to continue its winter school but seven weeks. The average length of all our schools for the whole year is less than twenty-three weeks. Short schools and long vacations are not favorable to thorough mental discipline. Were our children entirely dependent on the public schools for their education, their chance of securing a good education would be small; but during the past year our people have expended over five hundred dollars for the support of private schools at home and tuition in Academies abroad. As the result of this extra expenditure, many of the inhabitants of the town have provided well for the education of their children. But as it regards the larger part of our population, the evil to which we refer exists in its full force. How can it be remedied? One very obvious means is, to increase the annual appropriation for the support of schools. Eight months in each year ought, as we think, to be regarded as the shortest period to be devoted to education. Adopting this limit and continuing the same number of districts as now, it would be necessary to raise thirteen hundred dollars a year. Another plan is, to reduce the number of districts to fourteen. The propriety of adopting this plan will appear from the fact that several districts are so small that the absence of five or six scholars would close the school. In one school during the summer term the average attendance was three, in another seven, in another eight. For the winter term the average of each of these schools was nine, while in yet another district we find but three pupils. A spirit of concession exercised by a few for the good of the whole would render the plan we have suggested easy of execution; and we cannot doubt that, in view of the advantages to result from it, it will be adopted. The remarks we have thus far made are intended to aid in replying to the question, Why is it necessary for some of the classes to begin the several text-books anew each year, and to suggest some remedy for the evil?

While visiting the schools the attention of the committee was drawn to the number of studies pursued under the same teacher, and, in connection with this, the number of classes. In one school at one extreme was the A B C class, at the other a class in Latin, reading Virgil. In another school from those just learning the alphabet the ascent was by regular gradations up to Algebra and Philosophy. One school numbering less than fifteen pupils managed to make out nearly thirty classes, and in almost every school every class recited every day. We, having been taught to believe that nearly thirty minutes should be devoted to each recitation, cannot understand how it is possible for a teacher to do justice to such a variety of studies and so large a number of classes. We are glad to see our youth attending to the higher branches of study, but wish it could be done with less injury to the lower classes. In consideration of the large number who wish to attend to studies not usually taught in our Common Schools, and of the fact that more than five hundred dollars are annually expended for these additional advantages, the larger part of which is expended in other towns, we would commend to the favorable consideration of our fellow-citizens the idea of raising the sum of

two hundred dollars per year for the support of a school, of a higher grade than a District School, for the benefit of all the inhabitants of the town. Should this suggestion be adopted, we think it will tend to diminish the amount now expended for educational purposes.

The suggestions we have made have been prompted by a wish to render the educational advantages of the children in this town as great as the ability of its inhabitants will permit; if we have seemed to be censorious, we trust that, in view of the motive, you will pardon the error.

CONWAY.

We have sometimes thought that more care should be exercised in the choice of Prudential Committees, and that such men only should be selected as would take an interest in the faithful discharge of the responsible duties of this office. If asked why we object to the usual rotation in office in this connection, we reply, that we have thought of the responsibility attached to it, when we have seen one man refuse to engage a teacher at all for his district, and more than one allow a female teacher to get along as best she might, without shovel, or tongs, or chair; and others still to furnish only green wood, or something worse, for fuel, without any suitable provision for morning fires. Again, we have observed broken panes of glass unrepaired for weeks, in cold weather, to the great detriment of the health, comfort, and progress of the school. In other cases we have known the smoke decidedly to prefer the school-room to the chimney, and day after day to rejoice in the exhibition of disconsolate faces and unavailing tears. Now, we have somewhere or other imbibed the idea, that a school-room should be pleasant and attractive, that all the associations connected with the first advances in education should be of the pleasurable kind; and another idea, akin to this, which we have somewhere received, is, that it is the imperious duty of the Prudential Committee to furnish all these appliances requisite for the enjoyment and success of the school. Heroin are some of the reasons why we think that none but good men and true should undertake to serve in this capacity.

GILL.

Most of our schools are in a backward state. It follows, of course, that unless there be a change for the better, there will be ultimately a generation in this community of young people not very intelligent. And it should be borne in mind, that where ignorance prevails, crime and pauperism are likely to prevail.

Permit us, therefore, in closing our report, to submit a few suggestions for your consideration. The most important thing to be done has already been intimated, viz., to procure teachers for our schools of undoubted qualifications.

Every instructor should be able to govern well. He should possess a thorough knowledge of all the branches to be taught, and also be well acquainted with the best or most approved methods of instruction; apt to teach,—one trained for the business of teaching. And still further, as the moral culture, as well as the intellectual, is of vast moment, no person should be considered fully qualified who would not be able to exert a salutary influence upon the moral character of his pupils. And

again, when such teachers are employed, they should be retained, if possible, for a series of terms at least, as a change in such instances is usually attended with great detriment to the interests of the school. The permanency of such teachers would contribute much towards securing a regular progress of improvement.

It is true, that to employ teachers of the first order would require an outlay of more money, and it might be considered a matter of economy, by some, to employ those who can be obtained for less wages. But could this saving of money be called a matter of economy, if, as a consequence, something of greater value were lost? The unfortunate selection of teachers is fraught with evils of such magnitude, that it should claim our serious consideration, as a community. What parent can be so obtuse in his conceptions as to be willing to weigh the dearest earthly interests of his children against dollars and cents? What town or district can consent to see its treasury drained, for the compensation of comparatively worthless teachers? or to intrust the rising generation to unskilful hands?

Permit, then, another suggestion — that the Prudential Committee whom you elect be a man who will be likely to feel, if possible, an adequate responsibility. Much is pending upon the manner in which his official duties are discharged.

NORTHFIELD.

The District Schools in this town are far from being what they should be. We think they are far behind those in some of the adjoining towns. One great reason is, there is not that interest shown by the parents that ought to be. In some districts not a single parent enters the school from the time of its commencement to its close. It seems strange to us that they do not frequently drop in, if but for a short time, and see what their teacher and scholars are doing. It is far better to see for ourselves than to leave it entirely to idle report. Those who find the most fault with the schools are, we believe, the very ones who never enter them. There is a want of coöperation of the Prudential with the School Committee, not only in selecting teachers, but in the time of examination. We have given public notice, in spring and autumn, of the time we would meet, and examine teachers, but at the appointed time only about one half the number would present themselves; therefore we were obliged to examine the rest at any time they saw fit to come — sometimes on the day they were to commence, and sometimes after they had kept a week. In some instances the schools have commenced and closed without our having any notice from the Prudential Committee or teacher. We think it a great mistake, that there is so much change of teachers, and would advise all, after they have obtained a good one, to retain them so long as they give good satisfaction, if they have to pay a little more than they would to a new and inexperienced one. It is not always the largest school that is the most profitable, nor is the cheapest teacher the best.

NORFOLK COUNTY.

BRAINTREE.

The Gradation of the Schools.—This consists of such a division of the scholars into separate schools, that each school shall be constituted of those who are nearly of the same standing. The adoption of such a system, as far as it is practicable, was recommended to the town by their committee, several years ago, and some of the advantages which might be expected to result from it were stated. Since that time, the recommendation has been in part adopted. In the Pond District, including the Hollis Institute, there are schools of three grades. The Public School has been classified by placing the young children in one apartment, and those of maturer age in another, respect being had also to the proficiency of the scholars; while the Institute is designed in general for those who are more advanced. A similar gradation has been effected in the section formerly constituting the Iron Work District. Within that section, now divided into two districts, there are two Primary Schools—one Public School, consisting of more advanced scholars, and the Fore River High School.

The advantages gained by this arrangement have been, in part, stated in the reports of your former committees; and they are more fully and particularly described in the reports of the Secretary of the Board of Education. One advantage consists in lessening the number of classes in each school, by which means the teacher is enabled to devote more time to the recitations. Another is, that the scholars being nearly of the same age and standing, the same mode of government is adapted to the whole school, which renders the efforts of the teacher to maintain order easier and more efficient. Another is, that more mutual sympathy exists among the scholars, inciting them to diligence and perseverance in their studies. Another advantage gained by grading the schools is, that it renders it easier to select appropriate teachers. Among teachers of equal literary qualifications, there may be a great diversity in their capability of governing and disciplining a school. Females, generally, are best adapted to govern and instruct the Primary Schools; whereas it rarely occurs, that among those who succeed well in such schools, any can be found adapted to take charge of the larger scholars who usually attend our winter schools. Experience abundantly evinces that the education of children of that variety of age usually found in large districts, is best promoted by placing the older and the younger in separate schools, with a female teacher for the latter, and a male teacher for the former.

Where this plan has been adopted, and the schools are continued through the year, except suitable vacations, the labor of the teachers is much more available than it can be where no such gradation is made.

So well satisfied are your committee of the utility of this system, that with confidence they recommend its adoption, as far as practicable, in the town. The only circumstance that seems to forbid its universal adoption is the scattered state of the population in some sections of the town. But without the least injury to such sections, it may be more extensively adopted in other sections than it has as yet been. The Centre and North Districts might easily avail themselves of the benefits of this plan, by establishing two Primary Schools, one in each district, and uniting the larger scholars in one school, conveniently located. Or, as the population increases, if not as it now is, the North District might have the two grades of schools. And the same plan might be advantageously adopted by the Neck District. The scholars in that school are too numerous, and diverse in age, to be successfully instructed by one teacher.

In every case of such an increase of the number of scholars in a district that they are too numerous for one school, it is much better to divide it into two or three schools, by grading the scholars, than to divide the district, and make two or more promiscuous schools.

BROOKLINE.

The Grammar School, as it is that in which the great majority of the children at present complete their school education, is for that reason the main and most important feature in our public school system. It ought to be fully equal to the task of giving its pupils a thorough training in all the branches of a plain English education. They should be taught to read readily, clearly, and agreeably; to spell correctly, (a labor of no small difficulty;) to understand the main principles of the structure of their mother tongue; to write a handsome hand; to cast accounts quickly and accurately; and to know as much of the globe they dwell on, and particularly of their own country, as can be learned from the pages of a Grammar School text-book. To this, as soon as increased efficiency in the lower departments will allow, should be added instruction in book-keeping and in the history and government of the country, of which they are soon to be active citizens. These studies, faithfully and thoroughly pursued, would seem to be quite enough to occupy the years spent in the Grammar School. They furnish ample opportunity to an intelligent teacher to impart, by oral instruction, a world of useful information beyond what is contained in the few pages of a dull school-book; and, if your committee have any improvement to suggest in the teachings of this department, it is that they should be glad to see less reliance placed upon text-books, and a freer use of oral instruction. Lesson-hearing alone is apt to become dull and mechanical; the teacher finds it the easiest road, and the boy plods on in the routine of his book, and forgets, or never sees, its connection with the real life for which it should be a preparation. To keep up this connection, and to make the instruction of the school-room as real and living as that of the world without, is the part of the living voice of the living teacher. To fulfil this duty well requires an active mind, and a ready tact in adapting his information to the capacity of his charge; but well performed, it gives new life to the school and new interest to the dulness of every-day routine. It is the more necessary from the poor and meagre character of so many of

the booksellers' compilations, which are all we yet have in the shape of school-books.

All experience goes to show that consolidation, not division, is the true policy for our public schools. One large and well-organized Grammar School, with two or three teachers, is not merely as good, but twice and thrice as good, as two or three smaller ones with one teacher apiece; so much greater are the facilities for classification and the division of labor. If the question, then, lay between continuing the so-called High School at its present grade, and uniting it, according to the recommendation of last year's report, with the Grammar School, your committee would be unanimously in favor of the latter course. But the question then comes, Ought the town to be satisfied with allowing the education it gives its children to stop short with even the best Grammar School instruction? Your committee are clearly of opinion that it ought not. The demand for a thorough training of the intellectual faculties was never so great as at the present day. The rapid progress of the community in all the departments of practical life—in trade and commerce, manufactures, agriculture, and the mechanic arts—calls for a corresponding expansion in its system of education. Modern commerce requires of the young merchant that he should have a more adequate knowledge of the great globe he dwells on than can be acquired from the pages of a Grammar School text-book; the farmer cannot much longer dispense with some scientific knowledge of the organization of the plants he grows, and the constituents of the soil he cultivates; the ships, and mills, and warehouses we need can no longer be built by the "rule of thumb" of an ignorant mechanic. Whole classes in our community, who, not a generation ago, would have been content to earn their living by unskilled labor, are now thrust from that lower market, and forced to add knowledge and intelligence to the labor of their hands. Surely we should not regret this state of things, but it behooves us to provide for it.

Your committee are, therefore, of opinion, that while so many towns round about us are meeting these calls by the establishment of new High Schools, this is no time for us to discontinue ours; but, on the contrary, that we need one of the best and most efficient kind. The proper functions of a High School would seem to be, first, to continue the education of that portion of the Grammar School pupils, of both sexes, whose circumstances allow, and whose talents fit them for further training; and, secondly, to give to those desiring it a thorough preparation for the College, or the Scientific, or the Normal School. The demands made upon the High School teacher by these different classes of pupils are certainly very great. It may fairly be said, that it is impossible for him to meet them if he is embarrassed with Grammar School teaching besides. But freed from this embarrassment, your committee are of opinion that they do not so conflict but that they can all be met by a well-arranged school and a well-organized course of study. The superficial reading of a great number of the Latin and Greek classics as a preparation for College, is giving place, more and more, in all our best schools, to a thorough study of the principles of the Latin and Greek languages; while, on the other hand, that smattering of learning in a long list of sciences which once passed for a higher English education, has had to yield to a course which has for its object the thorough mastering of such fundamental principles

of knowledge as will fully develop the mind, and serve as a firm basis for after acquisitions.

DEDHAM.

By a vote at the last town meeting it was determined to renew the District System, which, in the judgment of your committee, defers to a day when we shall have the full advantages enjoyed by several of the towns around us. They can grade their schools as we cannot.

With our present arrangement, money is expended in some schools but little profit, that might be judiciously added to other schools by making a larger appropriation than they now receive, and no scholar in the district should suffer harm by the change. Every school could then be made annual, under a permanent teacher, and every scholar then be provided with a position of larger opportunities than the present arrangement affords in its best condition.

As long, however, as our fellow-citizens are tenacious of employing a male teacher half the year in every school, and thus incur the necessity of employing a lady the other half, so long must the present disadvantages be continued, to at least the partial detriment of good scholars.

DORCHESTER.

But there are other "statements" and other "suggestions" which your committee would respectfully lay before the town, "to promote the interests" of the schools.

1. As to the policy to be pursued by the town.

Here there is room for an honest difference of opinion. In one part of the town the conservative element is strong; in another the spirit of change is predominant. To one, "the good old days" are the only "good" days that ever were or ever will be; to another, the "good" days are in the future, and are to be approached by the most rapid and radical change that the imagination can suggest. Evidently the policy of the town should not be guided by either of these extremes. The town's true policy, undoubtedly is, to make such changes in school systems, classifications, studies, school-houses, school districts, &c., as shall supply, not only the present imperative wants of the schools, but to make these changes according to some well-recognized law of progress; to take into view in making them, not only the present population and present wants of the particular locality, but also the probable future population and wants of the same locality and of other adjoining localities; so that there may be some general principles, some system, observed even in the tearing down of one system and the building up of another.

2. As to the so-called "School System."

What is generally understood by this phrase was recommended to the town in the annual report of the School Committee for the year ending February, 1848. It was an attempt to establish a better classification of schools than had then before existed. The time had not then come for placing the cap-stone on the "pyramid." The High School was then in the future, but many eyes saw it in faith, and waited for it in hope. Until this object should become a real possession, it was necessary to enable the Grammar Schools to supply the place of a High School in the best manner possible. In order to accomplish this object, it was recommended to

High Primary Schools all over town, wherever from thirty to fifty pupils could be gathered within a convenient distance for Primary School pupils to travel. Children from four to six or seven years of age ought not to travel a great distance to school; and the policy of the committee was and is to have the town dotted all over with these little seed-beds of learning, wherever they are needed.

The next grade was the Intermediate Schools. These, at first, were established as distinct, independent schools. This arose in part from the necessities of the case, and in part from other causes. The object aimed at was of the utmost importance. It was the classification of scholars according to age and qualifications, in such manner that there should be a regular gradation of studies, from those of the Primary Schools to those of the Grammar Schools; the highest department of which last was to supply the place of a High School.

FRANKLIN.

There is a right way of managing our Common Schools. This, it is admitted, sounds like a mere truism. Truism as it is, it is a thought that seems to be very generally overlooked and disregarded. Judging from appearances, we should think that, in the estimation of the large majority, almost any and every way were well enough for the Common School. Instead of there being a right way, and only one right way, it would seem as if it were the general apprehension that any way which human caprice, prejudice, or interest might suggest, were admissible and adequate to the wants of education. In hiring teachers, in choosing Superintending and Prudential Committees, and in judging of their services when chosen, it is difficult to discover evidence that the people of the town feel any deep and abiding interest, that they are careful to inform themselves upon the subject, or act as an intelligent solicitude demands. Indifference and caprice are more manifest. Few attend district meetings, and take part in their deliberations. Unless there is some personal or sectional issue, fewer votes, as a general thing, are cast for the School Committee in town meetings than for any other officer chosen by ballot. Instead of forming intelligent convictions, as to the kind of measures best adapted to promote the general interests of schools, and choosing men to carry into effect their well-digested policy, year after year, there is nothing concerning which there seems to be so little care and concert of action. And yet there is not an interest, in the town, of a more delicate and important nature, and one more easily prejudiced by ill-advised and injudicious measures. To teach children correctly is a very difficult, as well as important work. Few are found adequate to its performance. Of course, all matters pertaining to the general interests and management of schools, of which teaching is the ultimate end, the final result, should be made the subject of careful and judicious action. Every inhabitant of the town should endeavor to form an intelligent opinion concerning the best method of spending the money which the State authorizes and requires the town to raise for the education of the rising generation. Nothing should be neglected through mere indifference, nothing should be left to chance, nothing should be made the sport of personal, partisan, or sectional interests and animosities. As nothing like parsimony should characterize individuals or towns, upon the subject of schools, so there

should be neither indifference nor neglect in the expenditure of money appropriated for their support.

FOXBOROUGH.

Impediments.—The first of these is the frequent change of teachers. This is a great hinderance to the improvement of our schools, operating with almost unvarying constancy from year to year. It is not to be regarded as peculiar to the present or the past; but still it is one not to be forgotten in an enumeration of the causes which retard the progress of our schools.

We are satisfied that our fellow-citizens are not aware to what an extent these changes reduce the value of their appropriations for the education of their children. Every teacher commences his labors in a school with which he is unacquainted, under very considerable disadvantages, which would not exist if he were not a stranger. Of necessity, he must spend some time in overcoming them.

He needs to acquaint himself with the dispositions, the capacities, and attainments of his pupils, before he can begin the work of their instruction with advantage. It is also true that scholars cannot profit so much from the instructions of a stranger, other things being equal, as from those of one with whom they are acquainted. Their natural diffidence will have influence to prevent their improvement at first, and a mode of instruction different from that to which they have become accustomed will operate in the same way. In this latter particular teachers differ as much as in their manners, natural dispositions, and other personal qualities; and on these accounts they find it impossible, when they enter a strange school, to take up the process of instruction just where their predecessors left it. For reasons of these descriptions, a considerable portion of a brief school term is often spent before teachers and pupils come to a good understanding, and get into working condition.

We have no means of estimating with accuracy the average loss which is sustained by the schools in consequence of these changes; but our opinion is, that it cannot be less than twenty per cent. on all appropriations made by the town for educational purposes.* As a confirmation of this opinion we may cite the example of School No. 4. This school, a few years since, was, on almost every account, of the lowest grade; but its instruction for three successive winters was subsequently committed to the same individual. As the result of that judicious arrangement, its condition and scholarship were so improved that it now takes rank with the best schools in the town.

We are satisfied that a similar process would have the same beneficial effect if applied in all our schools.

Another thing which we regard as an impediment to the highest prosperity of the schools is the present mode of procuring teachers.

As by a recent vote of the town we have been appointed to report upon the general subject of what is termed the "District System," we may with propriety utter our convictions with respect to a part of that system at the present time. We have already indicated an opinion adverse to a frequent change of teachers; this is one of the natural results of the present mode of procuring them. On this account we think it

* Some have estimated this loss at 25 per cent.

tionable. It is apparently regarded as one of the peculiar prerogative of each successive district agent to procure a new teacher, especially if the district has not been perfectly unanimous in approbation of his predecessor. At least, this is the rule that prevails throughout the city, with only here and there an exception.

And as no compensation is allowed the prudential agents, except the salary for performing a thankless service for their respective districts, in his regular turn, it is not to be expected that there will be any radical change for the better while the present system is continued.

The Town Committee were authorized to contract with the teachers, and would be fewer changes, and hence greater uniformity in the management of teaching, as well as greater proficiency on the part of the schools. The committee would also be then free to act more independently in examinations, and rely more on their own judgment respecting the fitness of a candidate to teach, as well as the scholarship of those who apply for their admission. As things now are, they can do little more than ascertain whether a candidate has a tolerable acquaintance with text-books, and make suggestions to him, if approved, of such methods of instruction and measures of discipline, &c., as may seem to them judicious. If he is utterly incompetent to fulfil the duties of the school-room, they discharge him. Beyond these particulars they are not really at liberty to go. Under these circumstances, the School Committee ought not to be held responsible for the success of a teacher, when they have no alternative but to approve such as are presented by others, or none. Especially ought they not to be made responsible for the success of the teachers, since they are not even consulted as to which of the schools in the city would be best adapted to the capacity of an individual who is sent for examination.

MEDFIELD.

We do think that our schools might be arranged so as to derive greater benefit from the money expended. Our views on this subject have recently been set forth in a report of the Special Committee appointed for this purpose. It does appear that there is now a great leakage somewhere of our instructive power; that there is a strong and useless friction in our educational machinery; that there is a waste gate that ought to be shut.

When all our inhabitants are taxed in exact proportion to their property, it seems that they ought to be equally represented in their right to the privileges resulting from that taxation. But it is not so now. Our schools are not all alike, and probably never will be under our present management. One has a better teacher than another, one has longer terms than another, one has its large and small scholars together, and another has them separate, because one man has a share in more school money than another. But if the money should be equally divided between the districts, there must be still greater injustice done. Fellow-citizens, how shall we give to every man his just due, and not defraud our laborer or our neighbor's children of their just rights?

MILTON.

It is believed that more money is now paid by citizens of this town for private instruction than for our Public Schools. Not less than three thousand dollars are paid for private instruction in the town, and not less than a thousand dollars for the tuition of scholars who, boarding at home in Milton, attend school in Boston. The question naturally comes up, whether, by a judicious use of the same means, or smaller means, greater advantages than we now have might not be secured. The subject is only suggested here for the consideration of those whom it more particularly concerns, as it is obviously one in which the town can act only indirectly, by having, not only better school-rooms than it now has, but better schools than can be supported by private contributions. Several of our Town Schools are now, for the studies pursued in them, inferior to no schools that the committee have known, either in order and thoroughness of teaching, in the manners and general deportment of the scholars, or the character, ability, and moral influence of the teachers.

RANDOLPH.

We think that the system of school supervision is very imperfect, and needs some improvement; therefore we would call your attention to one system, that of Charles Northend, A. M., superintendent of Public Schools, Danvers, Mass.

I. Each town shall annually elect a board of School Committee, to consist of three, five, or more members, to whom shall be intrusted the money raised for educational purposes, and also the general interests of the schools within the town.

II. This board shall, as soon as may be after its organization, appoint some suitable person, from its own number or otherwise, as special superintendent of the schools, with the following specific duties:—

1. To select and contract with all teachers, and make such examination into their qualifications as may seem necessary, or as the board may direct.

2. To visit the several schools within the town as often as once each month; and, as often as practicable, examine into the progress of the several classes.

3. To hold meetings of the parents in the several school districts, and address them in reference to their school duties and obligations.

4. To hold occasional meetings of the teachers within the town, for the consideration and discussion of topics pertaining to their vocation.

5. To aid in the adjustment of any difficulties, or misunderstandings, that may arise between parents and teachers; and, generally, to promote the peace and harmony of districts.

6. To contract for and superintend all repairs, buildings, &c.; and to provide fuel, and all other necessary articles for the schools.

7. To meet the board of school committee quarterly, for the purpose of making a detailed report of his doings, and conferring with them in relation to future plans and operations.

8. To make, annually, a detailed report of his doings, and of the condition of the schools, first to the school committee, and subsequently to the town.

ROXBURY.

worthy of our consideration, whether it would not be judicious, a mere question of economy, to establish the office of Superintendent of Schools, and call to its duties an intelligent and experienced person who shall bring to their discharge the accumulated wisdom of his life and devote to them all his time and abilities.

It is easy to conceive how, during the past four or five years, the whole of such an officer might have been saved to the city, in the construction and arrangement of buildings. The members of the School Committee, being almost necessarily local in their observations, cannot form an unbiased opinion of the comparative wants of the different towns, and, besides, they have not time to give adequate attention to the numerous details relating to the construction of a school building. A superintendent can make himself equally familiar with the whole field, select out the most favorable locations, and prepare exact specifications for the exterior and internal arrangement. With an annual outlay of between ten and forty thousand dollars, if there were no other than financial considerations, would there not seem to be a demand for such an officer? But there are other and more peremptory and important reasons calling for superintendency. With thirty Primary Schools, three Grammar Schools, and two High Schools indirectly connected with our Common School organization, we can hardly expect to secure, under our present system of supervision, homogeneity in instruction, and equal progress in all departments. It can be readily seen that one strong, experienced person whose whole powers can be devoted to the service, can accomplish more than can be attained by the occasional and limited visits of the present members of a large committee. But it is the testimony of experience that some of the schools receive not even the slight attention which official calls demand. Quarterly reports suggest important improvements to remove serious evils, but no active measures are taken to secure the counteract the other. The same state of things continues; the management of the school may be mechanically attended to, bad habits are not corrected, and poorly trained children continue to present themselves for admission into our Grammar Schools, when they have reached the prop-

er age. This is an important topic now exciting the attention of the friends of the young, and to which, we are happy to know, more attention is given by practical teachers — we refer to the effect, upon the education and discipline of the pupil, of the character and manners of the teacher. Superior education and a vivacious manner are not now considered the indispensable qualifications of a good teacher. It has been found that the temper and habits of the teacher are among the more powerful educational elements. "What he says, and above all what he does, is engraving itself on the tenacious memory of childhood. His incoherence, partialities, ill temper, tyranny, or selfishness, leave lasting impressions, and the nobler elements of a magnanimous character will not fail in producing themselves in the sensitive nature of the young. During a large proportion of his active hours, the pupil is in the presence of one in a social position, strength of character, superior abilities, and discipline render him an object of the utmost attention and inter-

est. He cannot raise his eye without observing him, and when his eye is not raised, he is involuntarily and powerfully impressed by his presence and pervading spirit. Every act and habit of the instructor is swelled into importance as associated with his position. The tide of his emotions, and thoughts, and habits flows back upon these expanding capacities, filling them, and leaving its deposits there, as the tide wave of the ocean urges its way into all the bays and indentations of the coast, and leaves its marks upon the yielding shores. A very serious responsibility thus rests upon the teacher.

All the courteous, and generous, and noble, and moral, and religious impressions of home may be distorted or effaced by the more powerful and continually repeated impressions of the school-room; or the lack of these, in the families of the ignorant and vicious, may be greatly compensated by the more healthful atmosphere of the child's daily home for six hours. It is this involuntary influence which gives the teacher so favorable an opportunity of developing and moulding the moral faculties of his pupils while he is engaged in his daily offices of instruction; not so much by direct precepts, as by the force of his own character, and the powerful moral atmosphere he sheds throughout the school-room is this to be attained. "The secret of the art of training up the rising generation to virtuous characters, consists not in the power of the teacher to indoctrinate them with correct theories of moral duty, and to urge upon them arguments for their support, but in inducing, through his personal influence and example, a habit of right action, in all the pursuits, occupations, and pleasures of childhood."

By a native and cultivated nobleness of manner on the part of the teacher; by continued appeals to this trait of character, and to high Christian motives; and by conducting the daily discipline upon the presumption, manifest to all the keen eyed and quickly impressed youths of the school that they are ingenuous and truthful, these noble and ennobling virtues may be developed into maturity and into self-determining power.

STOUGHTON.

The town has been liberal in its appropriation; yet when we consider its prosperous condition, and the increasing demand upon it for the means of acquiring an education, we are constrained to say that our schools fall short of what they might and should be.

As an important step in the improvement of our schools, we would suggest that the town abolish the present District System, and assume the management of the schools in their corporate capacity. We speak not unadvisedly on this subject. It is no new or untried theory; its practical results have been fairly tested by many towns and cities in the State; and in no case where it has been adopted has the old District System been reëstablished.

Mr. Mann, whose opinion on educational matters is entitled to the highest respect, says in his Tenth Annual Report to the Board of Education, "I consider the law authorizing towns to divide themselves into districts the most unfortunate law on the subject of Common Schools ever enacted in the State." By the operation of the new school system, we can more effectually obviate the great difficulty of making the school privileges equal. This is the first great object of our school system; the

for their support is equally levied on all the property in the town, and justice demands, that notwithstanding the homestead may be north or south of the brook, the same privileges in the school-room should be accorded by all. The schools could then commence, and close, at nearly the same time. The grading of schools, the classifications of scholars, making it practicable to sustain teachers in the same school for several successive terms, are results of this system, the advantages of which must be apparent to all.

In assuming the administration of the schools, the town may retain the district lines, if deemed inexpedient to abolish them, and simply choose a School Committee, who shall have the whole management of the schools;—the power to select, as well as examine the teachers. The beneficial results of this policy have been so universally approved as to leave its great superiority over the present double-headed system beyond a doubt. Since our acquaintance with the schools, much of the difficulty and inefficiency which has existed can be traced to a want of efficient care in selecting the teachers. For in several cases those teachers who have passed the best examinations in literary attainments have been the least successful in the management of the schools; and could we do but one, we should much prefer to nominate, rather than examine, as we would nominate only such as we know to be accomplished and successful teachers.

The responsibility of so great an object as the education of the young should not be divided; it should rest somewhere. No such division of responsibility, no such conflicting agencies, exist in the management of our railroad and banking corporations. But a Board of Directors are chosen, who are considered competent to manage all the affairs of the company, not by ten or twenty votes, as is sometimes the case in choosing the Prudential and School Committees, but by the votes of all who have a dollar invested. And are the interests of our schools of such paramount importance as to require this double—we would say suicidal—safeguard to their welfare? Would that the comparative interest manifested in them proved that such is the fact. The great objection to the system is, that it is a usurpation of power. But is it a usurpation of power, we would ask, is it a violation of the principles of civil government, to give those the control of that for which you make them responsible? In what way has its operations, where it has already been adopted, injured our republican institutions? We think the objection is not sufficiently tenable to sustain the position. The committee should have power to perform that for which they are censured if not well done.

We have not space to discuss the subject in all its bearings, but would make the following practical suggestion: At the annual meeting, let there be a committee of seven chosen, from different parts of the town, who shall be intrusted with the whole management of the schools. Let the board be organized by choosing a chairman and secretary, and dividing themselves into sub-committees, consisting of one person each, whose duty it shall be to take charge of the school-house in the locality where he resides, provide fuel, audit the accounts of teachers, and perform such duties as ordinarily devolve upon Prudential Committees. Let a committee of three be selected to examine teachers; also a committee of one or more, to visit the schools as required by law; the remainder of the Board visiting the schools in their vicinity as convenient.

Regular quarterly meetings of the whole Board should be held, to hear reports of the condition of the several schools, and to concert such measures as may best promote their welfare. We should then have all the advantages of the present system, and the local committees, being part of one body, will act in harmony with the whole. We are confident that by the adoption of this, or a similar system, the prosperity of our schools would be greatly augmented. And we would respectfully call attention to this subject, as the most important improvement we can suggest; its object being to secure better teachers. The town would hazard nothing in trying the experiment for a year or two, and if not satisfied with its results, could again adopt the present system.

WALPOLE.

The town having nearly completed an important item in the improvement of their public schools, namely, new houses in all the districts, the committee consider this a suitable time to make some observations respecting the general progress and present condition of our schools. The earliest return we can find is that of 1828, in which the number of scholars, between four and sixteen, is stated to be three hundred and eight; the amount of money raised, \$600; the time during which the schools were taught, thirty-three months in the year, fifteen months by male teachers, and eighteen months by female teachers. We have now one more district and school; three hundred and seventy-two scholars between five and fifteen; money raised, \$2000; time, fifty-seven months in the year; by male teachers, twenty-one months; by female teachers, thirty-six months. Within four years five new houses have been built, and in the course of the next summer another will be built, the whole at an expense of about \$15,000. The last of the old houses has disappeared. We shall soon have six convenient and handsome houses, with all the best modern improvements.

These facts are creditable to the enterprise of the town. They show that it feels interested in the education of its youth; that it has a wise regard to its permanent pecuniary prosperity; that it looks forward to its future character, and studies to elevate the future condition, of its inhabitants.

What can we show for this outlay? We answer, A set of improved schools. This general remark is to be modified only by observing that, in a matter so extensive, and embracing so many particulars, and requiring the coöperation of so many individuals, we do not look for immediate and striking results. We cannot strike out by any machinery a full-sized and efficient system of schools. There must be a right principle at the foundation, and then a gradual development of it by good teaching, attentive study, and watchful supervision. We have made no extensive changes at any one time, but have gradually introduced modification as the exigency demanded or our means allowed. We are satisfied that with the exception of one or two particulars, which have been noticed in previous reports, we are in the right way, and that, with perseverance we shall see the ripened fruits of our efforts.

WEST ROXBURY.

superintendent.—The appointment of a superintendent to take the direction and care of all the schools, and to labor generally for the interests of public education in the town, has become a favorite plan among those who are best informed upon the subject of Common School Education. It is believed that a superintendent well qualified for his office can do all commonly done by School Committees more efficiently than they can do it, and much more which it is impossible for them to do by acting as a body, but which is nevertheless necessary to be done in order to produce the highest and best results in our Public Schools. In a manufacturing establishment, if the directors should place an overseer in charge of the rooms where there were fifty operatives, and only occasionally visit them as they found it convenient amid the pressing duties of their private business, with no general and direct agency over the work emanating from one mind, it is obvious that there would not be secured any thing like remunerating results. The analogy between a manufacturing establishment and our Public Schools is very complete. The School Committee place the teachers in the schools, they visit them as often as they are able, and try to keep the machinery in operation as well as they can, in the very limited time which they can steal from their own private avocations. If a member of the Board should see a general defect in the teaching of any given branch of study, he has not the time—nor might he take several days—to hunt for the cause, and to bestow all the means or requisite to rectify the defect. The result is, that we often see failures to success which, in our circumstances, we have not the ability to overcome. Our schools are designed to be conducted as a complete system, beginning with the Primary, and passing on through the various divisions of the Grammar, to the High School. Each stage of instruction is related to the next, from the lowest to the highest. If, for instance, a certain method of teaching geography were adopted in the Primary School, another in the lowest division of the Grammar School, another in the next, and so on to the High School, which must be adapted to a greater or less extent under the present system, it is very probable that the scholar must suffer a great loss in passing through these various stages, by the change of system. A superintendent, who could devote his time without limitation, would assimilate the methods of instruction, and see that each step were a suitable preparation for the next, and secure the best and most thorough method of instruction from the beginning to the end of the course. His presence would be felt alike in all the schools, moulding the whole system into a unity, harmonizing and compacting it in all its parts.

BRISTOL COUNTY.

ATTLEBOROUGH.

The seventeenth annual report of the Secretary of the Massachusetts Board of Education contains a supplementary chapter devoted to the construction of school-houses. There are numerous plans designed for schools of various magnitudes. Accompanying the representations are brief accounts descriptive and explanatory. These have been arranged by a gentleman practically acquainted with the requirements of such structures, and they afford valuable aid in selecting a plan for new houses. Some care in the arrangement of heating apparatus is requisite in order to diffuse an equable warmth through the room; and another not less indispensable provision is suitable means for purifying and renewing the atmosphere vitiated by many lungs. By experiment it is ascertained that about twelve cubic feet of air per hour are inspired by an adult. Vigorous children, by whom the vital processes are rapidly performed, require scarce less to maintain their active respiration. The size of the apartment and the number of pupils being known, it is easy to compute the quantity of air required in a given time. While the firmament is stored with an inexhaustible supply of pure, salubrious air, there is no valid excuse for expending it niggardly. We are not prone to use at second hand any of the necessities of life: then why respire air already deprived of its purity, and loaded with foul exhalations? Whoever visits our school-rooms is compelled to inhale an atmosphere deficient in the element which aerates the blood and maintains its vitality. The brain, in consequence, acts sluggishly, and languor pervades the system. The attention wanders vaguely, or application is attained only by an effort. Time is imperfectly employed, present inconvenience produced, and permanent injury entailed. Pulmonary consumption is one of the most common and fatal diseases of this country. Often a predisposition is inherited which no precaution can evade. Yet sometimes it arises without an hereditary taint, and from causes within control. Insufficient clothing, improper food, and other debilitating influences are among the number. Impure air as an exciter of pulmonary disease has been too long overlooked. There is reason to think it is among the most frequent and fatal causes of consumption; and when it has not a direct influence in originating the malady, has much to do in hastening the fatal termination. The distinguished Bandelouque states as the result of his examinations and experience, "that a truly scrofulous disease is invariably caused by vitiated air, and that it is not always necessary that there should have been a prolonged exposure to such an atmosphere. Often a few hours each day may suffice, and it is thus that patients may live in the most healthy country, pass the greater part of the day in the open air, and yet become scrofulous because they sleep in a confined place, where the air has not been renewed. The shepherds of grazing coun-

as become scrofulous although they lead an open-air life. The disease in them is attributed to exposure to storms, atmospheric vicissitudes, humidity; but attention has not been paid to the fact that they pass night in a confined hut, which protects them from the rain; this hut has one small door, closed when they enter, and remains closed during day. Six or eight hours passed daily in this vitiated air, never renewed, is the true cause of their disease."

Doubtless the benefit derived, in many cases of consumption, by removal to a warmer climate, is because exercise can be taken at all times in the open air, and that the external atmosphere is not necessarily excluded from dwellings and sleeping-rooms by reason of its temperature.

James Clarke asserted that living in an impure atmosphere is even more influential in deteriorating health than defective food; and that the immense mortality among children and in work-houses, is more ascribable to foul air than insufficient aliment. The very grave importance of thorough ventilation can hardly be overrated; it demands the earnest attention of every person, and strenuous means for enforcing it.

The committee believe that much good may be produced by modifying somewhat the existing system of district organization. At present each school contains pupils of various ages and capacities, which cannot be classified advantageously. Much of the efficiency of school instruction depends upon the adoption of a regular system of procedure. The teacher cannot address himself to each individual separately; and classes must be arranged to receive simultaneous instruction. The more advanced should be brought together under a teacher of suitable capacity. The little ones are in almost every respect better by themselves, committed to the care of a female who knows how to meet their wants. Such a system of classification can be attained by transferring the older pupils from contiguous districts to a single school, while other schools are maintained for the younger children. We recommend such a plan with the consideration of the several districts in such places as it may seem practicable.

BERKLEY.

From these facts, to what other conclusions can we come, than that we have at least two school districts in town more than are needed, and that hence our school money is unwisely expended? That some remedy for these evils should be devised is apparent. We know there are many difficulties in the way when it is proposed to remove old and well-established landmarks. Notwithstanding, we should take the subject into consideration, and see if matters cannot so be arranged as that these evils shall disappear. If we all come to understand that important advantages are to be secured, and become willing to lay aside our selfish views and interests for the noble purpose of so arranging our schools as that they may become an honor to the town and a blessing to the rising and all future generations, then our difficulties will vanish, and a better order of things will speedily arise. That all may enjoy equal advantages, perhaps it may be necessary to change in some respects, or to abolish, the district system, and have all the schools under the immediate jurisdiction of the town. Many reasons may be urged why the system of districts should be abandoned. Among them the following should be carefully considered:—

It would secure equality of school privilege to all the scholars in town. It would probably lead to grading the schools, and consequently to better classification.

No more schools would be supported than are needed.

Better school-houses would be provided.

And, in many cases, better teachers would be employed; but if the teachers were the same, the schools would be assigned them with strict reference to their qualifications, and their probable success.

DIGHTON.

The Legislature of 1853 passed an act to discontinue the School Districts unless the town retains them by special votes once in three years, beginning at their annual meeting of 1864. After a careful consideration of the subject and the situation of the town, we would express our opinion decidedly in favor of the abolition of the District System. It would not necessarily diminish the number of our school-houses, (although that might perhaps be advisable,) or remove them from their present places. It would place them under the control of the town, to be kept in repair, and rebuilt, when necessary, at the common expense. The teachers would be all employed by the town's committee, scholars would not be limited to any particular lines, but might attend such schools as would be thought best. The number of schools could be increased or diminished at different times, without the trouble of districting anew the whole town. The trouble, and oftentimes the legal difficulties, in raising taxes in districts, would be avoided, and especially the perplexity and cost of raising small sums for trifling repairs. The amount of money appropriated could then be divided so as to give all an equal advantage, which would be an improvement on the way heretofore practised. There would then be an end of that gratuitous service, performed by Prudential Committees, of hiring school teachers, so unwelcome that some districts have had no Prudential Committees, which evidently shows a wish for a change, or a want of interest which should not be tolerated.

FALL RIVER.

The other change referred to is of a still more important character, and the committee would propose it, as a subject, in their opinion, well worthy of the deliberate consideration of the citizens of the town. It relates to the propriety of employing some competent, efficient, and faithful person, whose sole employment it shall be to superintend the interests of the Public Schools in the place. This is a matter upon which your committee need not multiply words. Our system of Common Schools is one of universal and vital interest, both to the present and to future generations, and deserves not only to be liberally provided for, but vigilantly and wisely looked after. To properly manage the annual expenditure of \$12,000, and have the oversight of between 40 and 50 laborers in this great work, requires, as will be seen at a glance, not a little time, energy, and wisdom, and to withhold the means or neglect the measures necessary to secure such management and oversight, is evidently a mistaken policy. And to pursue the present mode, and intrust the care of the schools to five or seven men whose time and hands are fully occupied with other pursuits, and who can only snatch now and then an hour from

their own pressing engagements to devote to this, it seems to the committee is bad policy, and must inevitably leave one of the most precious interests of the people to suffer. An annual outlay of from \$300 to 500 above what is now paid the General School Committee, would secure the services of a competent and efficient man, who might devote his entire time and energies to the care of the schools; and it is the unanimous opinion of your present committee, and of many former committees, that such a change would prove in the end economical and satisfactory.

NEW BEDFORD.

The committee claim to be fully conscious of the grave responsibility which ought and does attach to every member of its Board in view of the important interest intrusted to their sole care and management, but at the same time are compelled to admit that, as a natural and necessary result of the present condition of the Board, so much time and attention have not been devoted to school interests as their relative and intrinsic importance seems to entitle them. When it is considered, regarding the matter in a strictly pecuniary view, that the school establishment involves an expenditure of about forty thousand dollars per annum, it becomes at once apparent that it is an interest worthy of much of the public care and regard; and that conviction is vastly strengthened, when the nature and character of the object are regarded, to which this great expenditure is directed. It is obvious, therefore, that the care and management of their interests should be confided to such as may be enabled, from the nature and circumstances of their mode of life and occupation, to devote a considerable portion of their best thought and labor to the advancement of school education among us.

With this belief weighing upon them, many members of the Board have long been of the opinion that the public interests in this behalf could be promoted by a reconstruction and reorganization of the committee. No formal discussion of this matter has ever been held by the board, nor does it seem necessary in order to render a suggestion of this kind proper. It is but a suggestion presented to the public mind, and specially addressed to the incoming Board as one of sufficient importance to arrest attention, and challenge careful examination. In the minds of any of the committee, the time has come when the magnitude and increasing extent of the school interest, together with the constant advance of the public mind in educational matters, absolutely require, in order to obtain results in the system creditable to the city and worthy of the great expenditure, that a new officer be attached to this department of public service, who shall be styled "Superintendent of Public Schools," and whose duty shall consist in devoting his whole time, talents, and accomplishments to the general supervision of the Public Schools, and the improvement of their condition. The experiment has been tried elsewhere with eminent success, and it is for this community, upon intelligent reflection, to pronounce whether or not it is expedient for us to seek the same advantages which have elsewhere followed the establishment of the office.

NORTON.

School teachers do not always prepare themselves for their duties as they ought. At the examination of the teachers we inquired respecting the means they had used to qualify themselves for their responsible station. One or two only had ever attended a Normal School, and but very few a Teachers' Institute. Nor were they, on the whole, familiar with those books designed to aid them in their vocation. We would earnestly urge upon them the importance of a thorough preparation for their great work. Many of them fail in teaching because they do not know how to teach the several branches. The design of the Normal Schools and Teachers' Institute is to give this information. And no teacher should presume to enter upon the duties of the office without availing himself or herself of the means now afforded for a thorough preparation for the profession.

PAWTUCKET.

In this town the arrangement of the districts is inconvenient. The first district embraces the most of the town, and has seven schools in it; and both the others have but three. The whole town might as well be managed together. Certainly there is as much reason for having a separate district at the Central Falls as there is for having one in the east or south part of the town. Indeed, the better way would be to district the town anew, making one district for each school-house in the present first district, or else to abolish the districts entirely.

The only difficulty in the way of their abolition is, the district property and debts. But those are easily removed, in an equitable manner provided by law; and the change would relieve the assessors of the annual duty of assessing a separate tax for each school district, and the people of the necessity of holding school district meetings, which few of them ever attend.

SEEKONK.

We would call your attention to the importance of employing teachers permanently.

What college could long flourish whose officers were displaced at the close of almost every term? What manufacturer feels that it is for his interest to employ a new agent to take charge of his business every few weeks? It has long been understood that frequent changes in any of these relations are detrimental to the interest of the employer, and often attended with great loss. Experience has proved the necessity and wisdom of employing persons permanently in all these departments, and "necessity alone can justify employing men in these situations for a brief period of only a few weeks."

What we have said respecting the officers of incorporated colleges and of agents, may with equal propriety be applied to most of the relations of life, but especially to the teachers of our Common Schools. It is often the case that the teacher enters the school-room a stranger to the scholars. If the school is large, it will take him several days to be able even to remember their names, much more to ascertain their just station in the school, and still longer to study their characters so that his instructions can be profitable. We shall not stop to go into the details of

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many difficulties that must be encountered ; but suffice it to say, that several days at least are completely lost in a change of teachers.

In some of our schools, during the past winter, the evil effects of the change above referred to were very apparent.

When the teacher has had the care of the same school for several years, the acquirements, capacity, and character of every scholar are well understood ; therefore the teacher is able to classify his school in the best possible manner. Knowing the acquirements and character of his pupils, he does not spend his time unnecessarily on what the scholars have long understood, but his instructions are pertinent, therefore profitable. Your committee, in advocating the principle of employing teachers to take charge of schools for several consecutive terms, wish to be understood that they recommend such action only when teachers prove themselves able, successful instructors.

The permanent instructor is placed in a very different situation from the teacher who expects to instruct the school under his charge only for a single term. In the last instance he may feel that the responsibilities of the teacher are somewhat divided—if the school does not improve under his care, perhaps his successor will make amends for his delinquency, or his predecessor or successor will share with him the blame which he does not justly merit. But let the teacher understand that he may probably be entrusted with the charge of the school under his care permanently, (if he merits it) and he has more at stake.

His reputation as a teacher will depend entirely on the wisdom of his decisions, and their faithful execution. Let him but feel that the children entrusted to his care are to receive their entire education preparatory to the business of life at his hand, where their intellectual character will depend entirely on his skill and efforts as a teacher, and there are many motives to induce more strenuous efforts.

TAUNTON.

Since the subject of grading the schools, where admissible, is under consideration by another committee specially appointed, we only refer in our report to your favorable consideration and favorable action, both on the score of economy and efficiency.

The Engagement of Teachers.—The engaging, examining, approving and removing powers are so intimately blended, that their distribution to different authorities, with some few exceptions in more than a symmetrical ratio, diminishes the efficiency of the schools : and for the confirmation of this statement we appeal to your own observation and convictions. The law, with wise discrimination, disposes the power to the School Committee ; but by an unnatural divorce, this town with its members, though a rapidly diminishing number, divide the powers, and so weaken them, that the responsibility rests nowhere. The school committee cannot be held answerable for the exercise of a power and its consequences which they do not possess ; they have not the privilege of action ; only that of exercising the veto power and of dismissal, from that cause. The teacher contracted with, the power of the Prudential committee ceases ; in general he rarely visits the school ; it is not a legally required duty ; therefore he necessarily knows nothing respecting the internal conduct of the school. The power of dismissal, though formally granted, is so arbitrary in its action that the circumstances must

be quite aggravated before the committee would resort to its exercise. Teachers during the past year have been allowed to complete their term of engagement, not because the committee were satisfied, or because they were accomplishing all that the district had a right to expect or demand; but because an arrest of the school would inevitably generate parties and discord in the district, and, all things considered, would effect a greater evil than the endurance of that which existed, inducing us "rather to bear the ills we have than fly to others we know not of."

Fellow-citizens, observe the inconsistency; you elect men to office, but deprive them of the power of so discharging its duties as to secure in the highest possible degree the desired end. You bid them work, and demand that they shall furnish not only clay, but straw likewise; require the provision of good schools, whatever be the ability of the teachers presented for examination, to make them so; give them no agency in the selection of their workmen, and yet make them responsible for the quality of the manufacture. Such palpable inconsistency is without a parallel in other departments of business. The agent of your mills, for elaborating matter, demands the surrender to him of all these powers and privileges, to be used at his discretion; but for the provision of one to mould mind, form the intellect, and present it a perfect work nicely adjusted in all its parts—for this duty, excelled in importance by none in the whole range of human interests, forsooth, 'tis meet that two distinct and sometimes conflicting powers should be called into requisition. These little district democracies must be preserved intact at all hazards; these petty sovereignties must not be surrendered! You say, we want a voice through our agent in the selection of those who shall instruct our children. This is a commendable wish. But now please to observe the development of this wish.

A meeting of the district is called; from six to twelve persons are present in a district comprising fifty families. A Prudential Committee is chosen. He selects a brother, sister, nephew, niece, or friend, it may be, or, late in the season, a person, who, from verbal recommendation, he believes, will justify the expectation of the district,—the same subject to the approbation of the School Committee. He now limps through a tedious examination with relief to himself, and unmingled joy to the committee that the unsatisfactory examination is over. Now, gentlemen, says the chairman, will you approve? The examination has reflected no credit upon the candidate, nor will it upon us to approbate him; this day is Saturday; notice has been given that the school will commence on Monday; if we reject him the Prudential Committee is thereby mortified, if not enraged; the reputation of the applicant will suffer; the district will be disappointed; the season is far advanced, and it is improbable if he is rejected that another more suitable could soon be obtained; he may teach a better school than his examination would lead us to expect. Considering all these circumstances, will you approve? A vote is taken,—three render a reluctant affirmative; one a negative, and three cannot conscientiously approve, and with the train of consequences in view incurred by his rejection, are unwilling to disapprove; however, the applicant receives a certificate, and the school commences: and now are rapidly developed, and with wonderful accuracy, the deficiencies foreshadowed in the committee-room. Some few instances have occurred in which we were happily disappointed, a vastly better school being taught

we had reason to expect. Such is a running, faithful commentary the jealous preservation of district rights.

is is no unreal narrative devised for the occasion, but the frank description of scenes more than once enacted before us during the year.

ain, teachers have been re-employed, against the earnest remonstrance of your committee; who, knowing intimately their past and present of success, felt persuaded that the school could not prosper under instruction. Such, if selection had been in the hands of the committee, would not have been permitted to continue.

leaving this power to the committee, where the law has left it, you leave yourselves of an undesirable task, and place it where it belongs. I trust you increase their power, but only for accomplishing greater results; and who would deprive them of it? This power certainly is not vested by the School Committee, and we utterly disclaim any desire to be clothed with additional powers. But we are moved thus to urge it as an irresistible conviction that thereby the efficiency of our schools will be greatly enhanced.

WESTPORT.

Change of Teachers.—Another permanent evil in retarding the progress of education in our schools, is a too frequent change of teachers. It is the custom of many districts to change teachers nearly every term: having observed carefully consequences of such a course, we regard it as an insidious evil. A teacher between whom and the school there is a mutual acquaintance, has many important advantages over a change. He is familiar with the natural characteristics of his scholars, and this is a cardinal point in successful school teaching; he knows their progress, and is prepared to carry the school forward with rapid progress to the day of its commencement. A stranger, however excellent he may be as a teacher, has all this to learn, and it requires two or three terms to get the school thoroughly under way. It is our opinion that a second term, taught by a competent and faithful teacher, is worth a year more than the first. If this be correct, we are needlessly (in many cases) suffering a great loss of money and of education. This subject should be more thoroughly investigated than it ever yet has been.

In every department of business we recognize the evil of frequent change. Every business man considers a change of agents or clerks to be a serious evil; sometimes, however, it may be necessary, but the necessity is always regretted. So it should be in case of schools. One good teacher even should not be changed for another, much less a certainty of uncertainty. Committees, when employing teachers, should have regard to the question, if they may not be obtained for a succession of years, providing they give satisfaction. Those who make teaching a business should have the preference. They have more at stake, are more reliable, and consequently are more likely to succeed.

PLYMOUTH COUNTY.

ABINGTON.

The first part of the year our school affairs were in a very unquiet state. Several town meetings were called, and much difference of sentiment and much warmth of feeling were manifested on the subject of our new system of school education. Such a state of things was naturally to be expected. Our town during the past year has made great changes, and done a great work in favor of education; it has expended in school-houses, and in other ways, very large sums of money. We do not know the town in the Commonwealth, which, in proportion to its wealth and population, has, during the year, done so much in the cause of education as our own. But all the diversity of opinion and excitement of feeling consequent on these changes and great outlays, very naturally had an unfavorable influence on the state of our schools. But we are happy to find that as the year is coming to a close, there seems to be much more harmony on this subject. We begin to be proud of what we have done. Other towns are looking at our example, and are encouraged to go forward in the cause of education. And we believe that before another year is past our citizens, in reference to most of the questions that have divided us will be of one mind, and act in concert for the great end we all wish to secure, viz., the best facilities of instruction for our sons and daughters.

The High School.—Although the number of those who have secured the advantages of this school is not so large as it might have been, and ought to have been, and we believe will be hereafter, yet, it has been sufficient to call for all the teacher's time and energies. And the benefits of the school have been purchased cheaply at the cost of its support. To say nothing of what it has done in elevating and improving the character of those who have attended it—to say nothing of those whom it has inspired with a desire to secure a college education, and who are beginning to turn their studies in that direction. We may say that, of those who have enjoyed its advantages, thirteen or more have during some part of the past year been engaged in teaching, and must have obtained in this employment an aggregate of not less than \$1000. And the number of those who will be fitted for this work, and will enter upon it, will doubtless be yearly increasing. We may hope that ere long this fountain will not only supply the teachers for our own schools, thus saving thousands of dollars among ourselves, but also send out streams of knowledge to bless many other and even distant places—streams which will roll back their waters again to us, bearing on their surface a rich freight of wealth and honor.

We have, indeed, heard it suggested by some, that it might be well to convert all our Grammar Schools into High Schools. To this change we object, because,

1. It would injure our Grammar Schools, by introducing into each of them all the classes and studies of the High School, which are enough, considering the manner in which the languages must be taught, to occupy all the time of our instructor.

2. The teachers will not be so efficient when their minds are directed to so many different branches of study. Nor do we need precisely the same kind of a teacher for the High School as for the Grammar School. It would be very difficult to find four men who would combine the qualifications for both schools.

3. It is better that scholars pursuing the same class of studies should be together. Those pursuing the common branches should be by themselves, and those pursuing the languages and higher branches of English study should be by themselves. They will thus act more harmoniously together, and instead of discouraging they will encourage and aid one another onward in their studies.

4. Those scholars who attend the High School, and study the branches taught there, must be provided for somewhere. They demand the whole time of one teacher. If you distribute them among the four Grammar Schools, you will have about as many classes to pass from the High School into each Grammar School as you have classes in the High School, each class being only a fourth part as large as it now is in the High School,—and you will need almost the whole time of four teachers, instead of one, to teach these classes, if they are to be taught to any profit,—and, as a consequence, you must engage female assistants in the Grammar Schools to teach the Grammar School scholars; the masters' time would be wholly occupied in the government of the school and in instructing the High School scholars; and thus the Grammar School scholars would lose the advantage of a male instructor. The High School scholars, therefore, demanding the whole time of one teacher, it would be better for them and better for the Grammar School scholars that they should come under the charge of different teachers; put them together and you materially injure both schools,—it is like changing the wheels of a carriage and putting the two small wheels on one side and the two large wheels on the other,—you injure the whole arrangement. Better let the small wheels be on the same axletree and go together, and the large ones go together on another.

5. This will be found the most economical arrangement. Suppose our High School cost \$600, and your four Grammar Schools \$1,800 making an aggregate of \$2400; if now you have four High Schools, they will cost for four principal teachers, \$2400; that is, you pay as much for four men as you did for five. And besides, you would be obliged, in order to allow time enough to the recitations of the classes to make them profitable, to hire four assistants at an expense of \$968, making the whole cost of your four High Schools \$3368. Thus the expense of sustaining four High Schools would be nearly \$1000 more than the expense of sustaining one High School and four Grammar Schools. For these, and other reasons that might be named, we are decidedly of the opinion that the High School should be continued. Indeed, we have no doubt you will be of the same opinion.

EAST BRIDGEWATER.

We feel convinced that one of the radical evils in our present school system (if system it may be called that is of a very mixed character) arises from its grouping together for instruction children of all ages. Careful consideration, as well as every visit to the schools, has shown us that a GRADED SYSTEM, based on the ages and qualifications of the scholars, would be an incalculable advantage, especially in the more densely populated sections of the town. In many of our schools the elementary branches of study are too much neglected. And as a thorough knowledge of these is necessary to success in higher studies—as the little learners are of an age when the springs of the mind, being properly touched, will aid its growth in all the future the evils of such neglect are not easily measured. But under the present system there is no remedy for it. Is it strange that the teacher in our large and commingled schools, finding that he has to divide his time between scholars of all ages from five to twenty, and has but a moment or two to devote to each, is naturally tempted to give the chief of his attention to a few of the advanced classes, who may most readily show to the committee that he has done a little something? Or if now and then one resists the temptation, and resolves to be thorough with the smaller children, then the older ones are idle, or regard the school as worthless, on account of the little time the teacher can devote to them. What we most and immediately need, is a graduating system that shall provide schools for each of these classes of children. This would produce that classification among those of similar ages and acquirements, that would allow of a teacher's bestowing the effort upon each, which would insure a far greater progress, in a less length of time. This system has been adopted in all our large towns within a few years with most satisfactory success. And every year it is receiving increased patronage, and exhibiting more largely its superior benefits.

But what is to be done to bring about this change? It appears to us that the establishment and support of a High School would go far towards effecting the end the graded system has in view. Especially would this be true, if the plan should be adopted which proposes to locate a High School in four different sections of the town; thus giving equal advantages to all the children for obtaining a thorough English education. This would materially relieve the schools, especially the larger ones, of the evil which has been mentioned arising from the great diversity of classes.

Our earnest conviction is, that the time is fully come for the establishment of such schools, to which all of suitable qualifications may have free access. And we have reason to believe that a large number of the citizens coincide with us in this opinion.

Another thing in our judgment necessary to the highest efficiency of our schools, is such an alteration of the present District System as shall bring them under the immediate care of the town, to be administered by it in its corporate capacity. While then, by legal requirements, and, perhaps, moral obligations, still weightier, we are bound to take action, and do it soon, for the establishment and maintenance of a High School System, let us take into consideration the whole subject of public edu-

ation, and see what alterations are necessary for the better management and profit of all the schools.

The duty of maintaining schools for the equal benefit of all the children, devolves, primarily, on the town; and the more immediately the town is connected with its own schools, the more effectually can this duty be performed. The plan of taxing all the inhabitants for the support of schools, and then placing between the town and the schools a dozen corporations, having agents irresponsible to the town in those matters on which the prosperity of the schools most essentially depends, seems to us to be complex and essentially defective.

We know it is not easy to depart from old customs established by our ancestors. But it is no disrespect to their wisdom to suppose that they could not foresee what would be best for all the future; or to believe that a system is not to be continued under any change of circumstances, simply because it had fewer evils, and even worked well for a time, when the towns were but sparsely settled. Surely, in this age of improvements, the idea of arranging and sustaining our schools on an improved plan, is no disparagement to those who have gone before us. A considerable number of towns in the Commonwealth have made the experiment of arranging the schools without regard to territorial lines, under the immediate supervision of the town. And not one has gone back to the old method.

The advantages of the new system of gradation proposed, administered directly by the town, and which we submit for consideration, we believe to be such as these:—

1. It will secure teachers better qualified, and if successful, more permanent.

2. It will give a more equitable division of the school money and school advantages. Equal privileges cannot be enjoyed under the present system. The advantages of not a few children are often not half so great as those of others not far distant. This is palpable injustice in the use of funds sacredly designed for the equal benefit of all. The plan of graded schools under the direct administration of the town would give the greatest equality in the amount of schooling to all the children. It would equalize the expense of supporting the schools, and of building suitable school-houses, and keeping them in repair. Every section of the town would claim an appropriate and well-furnished school-house, and the claim would be promptly met, without the delays and heated debates of numerous District Meetings.

3. It would be a saving of expense, by producing more equality in the number of scholars in each school; and in some cases, diminishing the number of schools.

Longer, as well as better schools, also, would be kept, with the same money that is now paid for instruction in the town. Much of the money now appropriated is wasted upon the promiscuous and heterogeneous masses that are brought together in our schools. The District System compels us to pay as much to support a school of twenty as of fifty, and as much to teach the youngest as the oldest scholars. Who can say that this is money prudently expended? Under the graded system it would be different. It would bring the schools in the lower department under the tuition of females, in winter as well as summer, with one half the expense of male teachers.

And the system that brings younger scholars under the charge of female instructors, confessedly better adapted to draw out their minds and mould their characters than the sterner sex, and which places the older and more advanced scholars under the requisite tuition and control of males, away from the confusion and noise ever attending a large group of small children, must evidently greatly promote the discipline of schools, and consequently their far higher progress and efficiency.

4. It would furnish a powerful stimulus, constantly operating upon scholars in a lower grade, to make that advance and proficiency that shall qualify them to enter the higher schools.

HALIFAX.

Let the Superintending Committee have the entire control of this matter for two or more years. One year will hardly suffice for this change, as good teachers for all the schools might not be obtained the first year. Let your committee be no longer trammelled by any obligation to accommodate a Prudential Committee, who shall present a teacher loaded with certificates from other towns, whose committees were jammed in the same hard corner, and squeezed out these certificates to prevent trouble. There are many reasons for this change.

HANOVER.

It is gratifying to your committee that they are enabled to say that good improvement, both in education and deportment, have been observable in our schools the past year. And it is their opinion, that the schools in Hanover were never in a better condition, or their prospects more encouraging and hopeful than at the present time.

The change which has been effected in relation to the school-houses, they being now all owned by the town, is doubtless to be the settled policy of the town for all coming time. With this change,—with new and commodious school-houses,—your committee cannot but cherish a hope that a better interest will be manifested in the cause of education; and that parents will see that the money raised for the education of their children is not lost, nor their sons and daughters suffer through their neglect.

KINGSTON.

During each of the nine years previous to 1852, the committee were summoned together for the examination of teachers, and frequently at a great inconvenience, on an average about ten times. For each of the last two years, during which the Superintending Committee have contracted with teachers, they have been obliged to meet for the above-mentioned purpose but three times. Thus, in this particular, there has been a saving to the town of more than two thirds of the expense.

MARSHFIELD.

We ask your attention to a few remarks in relation to the organization of the school system in this town.

We think the method of procuring teachers is unnecessarily complex, and not the best that might be adopted. Two distinct committees are now employed to perform this duty: we think the work would be better

med if the responsibility rested entirely with one. Some of the stages which in our opinion would result from the change suggested are: Better teachers would be procured; good teachers would be to be longer retained in the same school; teachers would be sent to those schools to which they might be peculiarly qualified; and lessen the occasions for the exercise of party spirit, which is constantly manifested in the choice of Prudential Committees, and consequently to the harmony and usefulness of the schools. The division of the school money is unequal. Should not every scholar, whether he chance to belong to a large or small district, have an equal chance with every other scholar to be benefited by the school money? The plan which we would propose is, to have the appropriations remain undivided in the treasury, and drawn as they are required by the General Committee, and each school to keep an equal share of time.

"Gradation of Schools" is a subject which has recently been much discussed, and the opinion of educationists is almost universally strongly in favor of it. A serious difficulty in our schools is the great number of scholars to be attended to. In one school there were fifteen classes to be taught each half day. Now, grading schools brings scholars of similar attainments together; the number of classes is diminished, and the amount of instruction which the scholar receives directly from the teacher correspondingly increased. Another argument in favor of the graded system is, that children of young and tender years are more properly under the care of female teachers, while older and more advanced scholars usually do more under the direction of male teachers. The graded method can be better applied in thickly-settled places than in so sparsely populated as ours; but we think that a modification of the present system might be advantageously introduced in our town. We see a school established in each part of the town for the more advanced pupils in our schools, and for those who now go to other places in search of facilities which this town does not afford. Our schools do not furnish all the instruction which the community requires. Many scholars attend such a school who are not able to go abroad to academies. Much money is spent annually by our citizens in other towns, which, had a High School, would be retained here.

NORTH BRIDGEWATER.

present System Deficient.—We have for years been of the opinion that the present school system is carried on with benefits entirely disproportionate to the expenditures incurred; and to such degree disproportionate, as that if any common business of the world were carried on upon similar principles, the concern would soon become bankrupt. *Advantages of present School System.*—1. Under the present system no instructor must, in most cases, attend to all the various exercises of the school, from those of pupils just beginning to read up to those of the pupils who are most advanced; and in all cases, he is obliged to attend to many different branches. He is thus perpetually passing from one exercise to another, and a very different one. Various questions upon totally different subjects are frequently put to him, and his mind is continually drawn away from one subject to another.

His mind cannot enter deeply and with its full strength into any one subject, and he cannot therefore teach it in so clear, and practical, and living a manner. If each workman in a manufactory were to do all the work required in the manufacture of each article—if each workman were to take the yet unshaped or rough material, and to continue his work upon it until the article was completely finished—if in a shoe manufactory, for instance, each man were to take a piece of unshaped iron, and to form it into all the necessary parts, to put those parts together, with the steel work, the wood work, the polishing, and the varnishing, and did not suffer it to leave his hands until completely finished for the market, the effect would be, that the article would cost more, and also be finished in a less workmanlike manner. The effect upon the pupils in our schools is similar, for they cannot be instructed in a workmanlike manner, and yet they are instructed at an enlarged expense; and the results of such a disadvantageous process are of as much more importance as mind is more important than matter.

2. There are so few pupils in each school, and those of all ages at all stages of progress, that there can be but few in a class, and yet there must be many classes, or else those will be placed together who cannot proceed together without the mutual suffering spoken of above. From the exceeding smallness of the classes, there can be but little interest and life in the members. And from the number of the classes, they can have but little of the time of the instructor.

3. The short term time and long vacation is attended with several disadvantageous results. The term has in many cases nearly expired before habits of school order and study are formed, and the feelings, and intentions, and ways of the instructor are learned and appreciated, so that the school is closed just as it is beginning to become profitable, and before it has arrived at any maturity of usefulness. During the long vacation, whatever habits of study may have been formed are in most cases lost,—in all cases weakened.

4. The change of instructors is attended with very serious disadvantages. A new instructor enters the school, in all probability entirely ignorant of the comparative state of advancement of the pupils, and of their several abilities and dispositions. If he happens to be a very good instructor, he will still from necessity commit many errors; such as putting some scholars back on what has been learned before, at which some rejoice because they will have no work to do; also in putting some forward because he is informed that they have been through certain branches of study, when perhaps their knowledge of them is only in the memory, and in reality they have no understanding of them, and from want of understanding of them are entirely unable to master the subsequent branches which have been given them, and which frequently cannot be understood without familiarity with the principles of the preceding ones. He cannot class them rightly, for he knows nothing of former classes; whereby there are some who are discouraged, and lose all desire and effort to learn, while there are others whose minds have not been sufficiently developed to be able to understand the tasks assigned them. He hardly begins to know them, and they hardly begin to know him before the term is at an end. Even if he has kept the school before, he will not fully remember the states of the several pupils; and if he does the long vacation has produced such different effects with different indi-

iduals, that they no longer retain their former positions in relation to each other. But generally a new instructor is introduced, and then nearly the whole school term is passed in canvassing him, in unlearning the former modes of instruction, and in becoming acquainted with and accustomed to his new modes; for no two instructors have precisely the same ways, and frequently very different and opposing ones. This perpetual unlearning and learning again has an injurious effect upon the mind, in unsettling principles, destroying order and system, besides consuming time, and exhausting that mental vigor the whole of which should be directed to the prosecution of their studies.

5. Under the present system, the first class instructors, those who make instruction their profession, who love it, are experienced in it, and who live in it and by it, cannot remain with us for want of permanent employment; but in general we are obliged to depend upon those who engage in teaching for a temporary purpose, many of whom have little love for it, and few, and perhaps none, of whom intend to devote themselves exclusively to it as the business of their choice.

PLYMOUTH.

The town having at their annual meeting abolished the School District System, your committee found the selection and hire of teachers, and all the prudential affairs of the schools, had devolved upon them. The large number of the School Committee, and selected as they were from nearly every section of the town, rendered the labor of superintending the school, particularly their prudential affairs, less burdensome to your committee than it would have been if the usual habit of the town in selecting their School Committee had been followed.

The District System was a complicated and inconvenient system. The town raised the money annually for the support of the schools, and not the school district; but the district furnished the school-houses, and hired the teacher. The evil resulting from this system frequently was, that the town was subjected to the necessity of having their money expended or wasted in school-rooms entirely unfit for school purposes, and upon teachers in many cases incompetent and unsuitable to teach.

It is true the School Committee had the power of rejecting an incompetent teacher; but the exercise of that power, where the district, through their agent, had selected a teacher, produced, usually, ill feeling, and was the source of a good deal of trouble.

The School Committee of this town have, year after year, reported the miserable condition of the school-houses in some parts of the town; but the districts neglected to rebuild or repair them. The present system furnishes a complete remedy for this evil. The town that had the burden of raising the money for the support of the schools, without the power of having suitable school-rooms, where it could be profitably expended, can now provide proper school-rooms and school-houses, and select competent teachers in each and every section of the town.

And it seems to us that the system is a perfectly just and fair one. Every man in town is taxed according to his means for the support of all the schools of the town; and he has an equal voice with every other man in selecting the School Committee, who are the agents of all, and see that the money raised for the purpose is expended in the best

possible manner for the education and benefit of all the children of the town.

SCITUATE.

The committee would state, in general, that, taking into account all the embarrassing circumstances incident to the present ill-adjusted state of things among us, the inadequate appropriation of the town for the support of schools, and the consequent short term of instruction; the frequent change of teachers; the want of any system of arrangement and classification of scholars, according to attainments; and lastly, the strange mistake of intrusting the selection of teachers to Prudential Committees,—taking all these things into consideration, our schools have been as successful, on the whole, perhaps, during the year, as could be reasonably expected. Under such and so many disadvantages, no candid, thoughtful mind could expect much.

In this connection, the committee would express, as their decided opinion, that some better system of arrangement is indispensable to the success and prosperity of our schools. The plan proposed and adopted at the March meeting is doubtless the true one, however persons may differ in respect to the details, or to the time when it shall be put in operation. Where they can be, schools should be properly graded. This system of crowding into our schools persons of all ages, and in every stage of advancement, from the child to the young man, and from the alphabet to algebra, is as ruinous as it is uneconomical. We are aware that the great extent of our territory, and the scattered state of our population, would render it somewhat difficult to grade the schools and locate the buildings so as to satisfy or even accommodate every individual. This ought to be taken into consideration, so that, should the plan be carried into effect, those who find that a Grammar School is not placed right at their door, will have no reason to complain that they do not fare as well as their neighbors. We think the plan feasible. We have at our hands all that is necessary to establish the primary schools. If two Grammar Schools will meet the wants of the town for the present, let these buildings be located with reference to a third, which may be needed at some future time. These, we think, should be annual, and of such a character as shall afford ample facilities for a good English education. Here then will be two regular steps in the right direction.

SOUTH SCITUATE.

The committee do not think it for the interest and future prosperity of the schools that Prudential Committees should retain this power. They should not retain it, because the selection of a teacher requires as great judgment, and, we might say, as great literary ability, as it requires to judge of the literary qualifications. Since Prudential Committees are appointed in every district, it is not to be expected that in every one persons will be found qualified, or if qualified, willing to perform its duties as they should be. The office is no sinecure, but is generally considered a thankless one, and the smallest fraction of time it occupies the better. The Prudential Committees should not retain this power, because they are liable to be influenced by local causes in the selection of a teacher. Dwelling in the districts for which they are chosen, it is not strange that fear of offending or of repressing the aspira-

ions of some neighbor should lead them to give the preference to some young, inexperienced applicants from their respective districts, though their more experienced and deserving ones should apply not so conveniently situated. All know how difficult it is to offend a neighbor or friend, when it is a matter of duty or interest; but when it is neither our duty or interest, is it not far more difficult? If the Prudential Committees were affected by the selection of the teachers, if they were responsible for their success, the difficulty might be obviated, for then they would be likely to disregard the offence given to a neighbor or friend in securing themselves from reproach.

The Prudential Committees should not retain this power, because they are not responsible for their acts, and do not incur the blame or credit they may bring. It certainly is both right and proper that all should have the commendation and bear the blame of their own deeds, and especially unjust that a party should receive either, who have had no part or lot in them. But this is the position of the Prudential Committees; for the praises which their deeds bring, and the reproaches they occasion, are not accorded to them, but to the Town Committee. If an individual is not to receive the credit of his acts, if he is not to expect any blame for their mal-performance, it cannot be expected that he will execute them so well; and no Prudential Committee can, or will if he can, perform his duties so well and faithfully, if he is not personally responsible for them, and a direct participant in their results.

BARNSTABLE COUNTY.

BREWSTER.

From this statement, taken from the returns, we learn that twice during the last five years the rank of Brewster has been the lowest in the county, and always near the lowest. The conclusion is, that you have the poorest schools in the county. It is also shown that these schools in your town have always ranked very near the lowest in the State. The conclusion is, that the schools in Brewster are nearly as bad as the worst. Disagreeable as this conclusion may be, we know of no way of avoiding it.

The question naturally arises, What is the occasion of our schools being in so poor a condition? We reply,—

1. There has been a want of discipline. The children have been allowed to go and come at pleasure, to study when and what they pleased, to classify themselves, or to decline all classification.

2. There has been a deficiency in the qualification of teachers. This is a necessity growing out of our present system of doing business. The demand has been for cheap teachers, and cheap teachers are always poor ones.

3. The responsibility and the power have been separated by a vote of the town. The School Committee are held responsible for the schools. The most essential thing is the selection of teachers. This is more important than the examination; yet the town by a special vote have transferred this duty to the Prudential Committees. It is true the School Committee has power to reject any candidate they may see fit; but the use of this prerogative is attended with many difficulties, which always end in bitterness and hatred, and sometimes in litigation. If the committee are made responsible for the schools, they ought to have the free choice of teachers. In three instances during the year, trouble has arisen from this cause, and from the Prudential Committee's interfering with the duties of the School Committee.

4. There is not a suitable room in town in which to teach a school. One half the houses are so dilapidated as to be wholly unfit for use, and none of them are properly heated and ventilated. The seats and benches in all are so ill contrived that no scholar can be long confined to them without physical injury. We feel confident that many of our children are laying the foundation of future disease and premature death in our school-rooms.

5. The mixed character of our schools is another evil. Children of all ages and capacities are brought together under one teacher. This multiplies the number of exercises that the teachers are unable to do any thing thoroughly. The schools in town will average thirty exercises each in a day, which, with the time necessarily spent in governing, is more than twice the number a teacher can do justice to. If the town would have schools that are schools, the first step is to classify the scholars throughout the town, in suitable rooms, according to their age and capacity, thus bringing as many of the same qualification as is possible under one teacher. Thus the teacher will have the elements of a good school, and will have the time to do faithful service to each class.

6. The frequent change of teachers is another fruitful source of evil. The successful teacher must not only be thoroughly acquainted with the intellectual, but also the moral and physical character and condition of his pupils. Time is necessary to the formation of this acquaintanceship. This time cannot be had with our present mode of changing teachers twice, or even once a year. The teacher must know each scholar, and so be able to adapt his or her instruction not only to the school as a whole, but to each individual member thereof. It is advisable that those be employed who make teaching the business of their lives, and who have especially prepared themselves for the work. We recommend that only female teachers be employed, and, for the most part, such as have been prepared at the State Normal Schools.

CHATHAM.

That the present Common School machinery does not accomplish all that is desirable, all that is required, and imperatively demanded by the wants, and increased and increasing demands of the age, is almost universally felt and acknowledged. The Common Schools may have answered the expectations and met the wants of the past; but as they do not meet the wants of the present, much less will they be adequate to the requirements of the future. What then is to be done? A higher

ss of schools, and (speaking generally) a more competent class of chers, must be called into existence. You have a few good teachers, teachers, who would succeed under almost any circumstances,—and a jority of the remainder would undoubtedly succeed, and give entire isfaction, if selected with special reference to the peculiar circumneces of the schools for which they are designed. But so long as udential Committees, having no knowledge of the qualifications of chers, or of the requirements of the schools for which they act, conue to engage the teachers, just so long failures will be inevitably frequent. You have hardly had a teacher in your winter schools, for years, o was qualified to teach even the first rudiments of navigation. Such chers you should have, and such you must have, or you will suffer mense pecuniary loss : and this will be most felt by the poorer class the community. The wealthy can educate their children irrespective the public schools. But how are men of small means to do this? ow is the poor widow to educate her children, if the purse strings of e public are not loosed? In the great and radical movement, which u have in contemplation, all classes will be benefited, if it be carried t; but by far the greater benefit will accrue to the poorer class. very man who is taxed for less than \$3,000, if he have one or more ildren to educate, will find it greatly to his personal interest to lend s influence and his vote in favor of the required appropriation for e new school-houses—be their estimated cost \$10,000, \$12,000, or 15,000. The plan of erecting two houses for a higher order of schools, e for the western and one for the eastern section of the town, fully eets the approbation of your committee.

EASTHAM.

So much has been said on the subject of graded schools, and the ivantages of that system, compared with our present system, are so pparent, that it seems almost useless to advert to that subject now. All ust see that a school composed of scholars of about the same attainments can be much better classified than one composed of scholars of very degree of advancement, from those who do not know the alphabet p to those studying the higher English branches.

The number of scholars may be larger, but the number of classes will e smaller; consequently the teacher will have a longer time to devote to ch class, and the recitations may be proportionally more thorough.

The only objection that can be made to the union of the districts bere alluded to, Numbers 4 and 5, is the increased distance that some of e scholars will have to go to attend school. And this, in our minds, ounts to but little. There cannot be more than two or three families, any, that would have to go over a mile and a half. And we believe at any scholar that can sit six hours in a day as still as it is geherally pposed a scholar ought to sit in school, uninjured, will not be very ely to suffer much from walking that distance. On the contrary, the ercise will be necessary, and the scholar will gain increased energy of racter.

FALMOUTH.

True it is, that by those who have the more general oversight of the cause of education in the State, the Honorable Board of Education, some innovations are proposed from year to year, and their adoption pressed upon the towns with much confidence, as the ones, and the only ones, which promise to work out the change so much desired. But experience proves that there is a fixed rigidity about our school system, as about other municipal institutions, which resists and opposes great alterations. Their schools, like their town and church organizations, have originated with the people themselves, springing into being at first with their necessities, growing with their growth and strengthening with their strength, until they have come to be regarded by them, not so much as outward clothing, which can be laid aside and exchanged at pleasure, as bodily limbs and organs which are to be improved, not by amputation and ingraftings, but by the slighter modifying influence of improved diet and a healthier digestion.

That a feeling of obstinate persistency in a course of action on any subject, simply because it is the old way, is to be guarded against, especially in an age when so much of light is shed upon every object of human pursuit, is the plainest dictate of human wisdom.

If it is a well-established fact, as the Board of Education seem to think it is, that graded schools are better than mixed schools; that a multiplicity of districts should be avoided whenever it is practicable; and if, too, it is better for the schools that the teachers should be selected by the School Committee of the town, and not, as at present, by the Prudential Committee of the districts, as they most strenuously insist that it is,—it is best that every well wisher of the schools should hold himself in readiness to be convinced of it. What light there is on these two topics, the most prominent among the suggestions advanced by the Board of Education for the improvement of the schools, may be found by an attentive perusal of their late reports, which are circulated in each school district throughout the Commonwealth.

But allowing that our school system is to remain substantially the same as at present, as it will very probably, for a season at least, if we may judge from the present slow progress of the proposed changes to an adoption in the various parts of the Commonwealth, there are nevertheless some suggestions constantly occurring to the minds of a School Committee, which, if regarded by district committees, teachers, parents, and children, will tend much to improve the schools as they are managed now.

HARWICH.

The committee have seen, as fully as ever before, the evil of having the agents or Prudential Committees employing teachers, or engaging them, without any conference with the Town Committee, or consultation whatever. A very great evil, in many respects, this office certainly is, as usually administered; but we are not prepared to say that our large territory of school districts could be better managed, or so much to the general satisfaction, by abolishing the system altogether, as yet, considering, among other things, the difficulty of getting men who could give as much attention to the management of the schools as they would then

demand. But as you have appointed your School Committee for the ensuing year to investigate this subject fully, and to report at a future meeting, we will say nothing further upon it here.

The committee also are more fully sensible to the evil of mixed schools, which is the character of all of ours, notwithstanding the partial grading of No. 12. We mentioned in the beginning of our report the great number of school-houses in our town. We say, they are all needed. They must be used as Primary or Infant School-houses, and kept by a female teacher the year round, while the Public High School, or the Graded School, must be established in the four principal neighborhoods or villages of Harwich; which is a measure that needs very much to be taken, and which would greatly improve the condition of our schools.

ORLEANS.

In many towns (and their number is fast increasing) they are diminishing their school districts and grading their schools; and their united testimony, from their experience in this system of schools, is highly favorable.

Your committee, in their last report, suggested the necessity of such a plan in this town.

The advantages to be derived from such a plan are too numerous to be given in detail in a report like this. The all-important object to be looked at in this matter is, the better education of our children—one which is paramount to all others—in comparison with which every thing else dwindles into insignificance; and it would seem that the only question that could arise in the mind of any community would be, Will it afford better facilities for the education of our children? That the present system of schools has done well in times past, does not argue that we do not need any thing better now.

The fact that our schools under the present arrangement, without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing more efficient now. The necessity of better advantages for the young is very evident from the fact that there is a greater demand in the various departments of life for a more thorough and extended education.

What was considered competent a few years ago for the counting-room, the work-shop, the ship, is not sufficient in this age of progress.

The fact is, the prosperity of the various pursuits of any community depends solely upon the general prevalence of a high moral and literary education.

The application of science to the arts, now so universal, the connection of business of all kinds with the progress of knowledge, and the opening of a much wider sphere of thought than existed formerly to all the people by means of the easy and rapid communication now existing between different parts of the world, demand an increased amount of knowledge in order to a corresponding respectability and usefulness.

Of what advantage would the discovery of gold in California have been to this country, had the arts of navigation, seamanship, and ship-building remained as they were when Captain Cook first entered the Pacific Ocean?

Of what avail to this country would have been our vast inland navi-

gable advantages, had the principles of motive power remained as they were when Robert Fulton first ventured up the North River?

How much information, think you, could be communicated with our telegraphic wires, extending as they do from Nova Scotia to Mexico, from the Atlantic almost to the Pacific, had the knowledge of electricity remained what it was in the days of Franklin?

What effect would the vast resources of our country have in regulating our commercial intercourse with the different nations of the world, if the means of transportation had remained what they were when our western country was first settled?

WELLFLEET.

Choice of Teachers.—This, we believe, should be left with the Town Committee. They are expected to be more conversant with the state of the different schools, and with the adaptation of different teachers to the different schools. A teacher may succeed admirably in one school, but miserably in a different one. A local agent knows little of the difference in districts, and often wonders why the teacher who was so successful in a neighboring district, so completely fails in his. There are, too, candidates for teachers who, though having all necessary literary attainments, can never succeed in our schools. The power of communicating knowledge readily and clearly, or the organ of order, may be wanting. They may be able to teach, but not to govern a school. It is often hard for a School Committee to reject or dismiss a candidate on these grounds, because it is often hard to convince the agent who has engaged the teacher that these are facts, and harder still to prove to the candidate and friends that it is not all partiality. But if the selection of teachers were with the Town Committee, they could let such persons alone, and take such as they know to be well qualified for their task. It would also give the Town Committee more control over the teacher and school.

When teachers are engaged but for a term, and a new teacher comes with each new term, the scholars are often alternately pushed forwards and pulled backwards, according to the different views of different teachers; and the scholar is worried and discouraged by such treatment. We believe there is needed a regulating power; that the town should empower and order their committee to classify their schools, and at the end of each term give certificates of promotion to the deserving, and they alone should be promoted. This is the only remedy we have against changes so often made by different teachers. It will also give a stimulus to study, which is sadly needed in our schools, and give more method to our public instruction. The general School Committee do not urge this because they wish for more power or labor; but because we think it is the only course which can be pursued with profit. Every class should have its studies, and every scholar in that class should be obliged to pursue those studies. Thus, as he or she rises from one class to another, a regular progress in studies, from the rudimentary to the more advanced, will be made. A scholar is not a fit judge of the studies he should pursue. Often the very studies he ought to pursue are those he dislikes, and the last he would choose. Nor is the parent a proper judge. Text-books, systems of study, modes of teaching have all very much changed since he was in school. And the studies demanded by the coming duties of his child may be very different from those he pur-

ued. The likes and dislikes of the child have a wonderful effect on parental judgment. But judges there must be ; and if teachers are sole judges, they can change so often as to prevent any permanent progress in study. The decision, we believe, rightfully and naturally falls upon the School Committee ; and we would urge upon you the necessity, if you wish for steady, continued progress in your schools, that their entire supervision and regulation be left with the School Committee.

With regard to the abolition of the District System, we heartily wish it were abolished. If it were done away with, we believe the scholars of our town could be far better accommodated than now. But we do not see how it can well be effected under present circumstances. When the town comes to the point to which she must come sooner or later,—when she will take school-houses and schools into her own charge, and make all her schools free,—then we shall heartily go for abolishing the old district landmarks.

YARMOUTH.

In our report last year, we spoke of the advantages which we might reasonably expect would be derived from the union of two or more contiguous school districts. This year, we propose to suggest to you the propriety of abolishing the district system altogether, and of building, at the expense of the town, three school-houses of sufficient dimensions to accommodate all the children of a suitable age. At your last town meeting you authorized your committee to discontinue the District System if they saw fit. We do not propose to exercise to its full extent the power which, with such generous confidence, you have placed in our hands, but beg leave to urge upon your favorable consideration the importance of taking immediate action upon this subject. We venture to recommend this change, because, in our judgment, if it is made, the children of the town will be much better educated, and ultimately at a much less expense.

NANTUCKET COUNTY.

NANTUCKET.

Teachers' Institute. — Under the resolve of the legislature of January 30th, 1852, a sum of money was appropriated for Teachers' Institutes, of a more local interest and limited extent than those which had been held before, and adapted to the circumstances of teachers in our cities. Owing to the limited population and remote situation of our county, Nantucket had not been benefited by the former appropriation. Teachers' Institutes, in the language of the first Secretary of the Board of Education, 'are assemblies of teachers, of one or both sexes, for the purpose of being taught. In other words, a Teachers' Institute is a school composed of teachers, and of persons intending to become such, who assem-

ble to spend a longer or a shorter time together, for the purpose of improvement in the art of teaching."

In June, 1853, the Hon. Secretary of the Board of Education informed us that one of these very interesting assemblies was appointed to be held here during the first week in August. Preparation was accordingly made therefor, and there was (notwithstanding it was held during the warmest season of the year) a very liberal number of teachers from the neighboring towns, as well as all of our own constantly present; and whatever opinion may have been expressed before this meeting, it was the universal sentiment of the very large audiences which attended during the evenings, and the very respectable numbers present in the two sessions held each day, that the discriminating Secretary had selected a constellation of learned men, capable and able to instruct the assembled teachers, and public at large, in all the various sciences which they had time to teach and illustrate. In Professor Agassiz were recognized the eminent abilities and scientific attainments which will ever draw immense crowds to listen to his eloquent and brilliant lectures, though the peculiar value of his services can be rightly estimated only by those who know his anxious desire to promote popular education, and his great excellence as an elementary teacher. Professor Guyot's beautifully simple and philosophical method of teaching geography will be prized more and more as we are enabled to understand it. Mr. Russell's reading and elocutionary illustrations were invaluable to all who use the English language, and wish to comprehend its force and power. Professor Whitaker's method of drawing and his principles of teaching were new to most of us, but needed only to be more studied to be more admired.

In short, we had a jubilee of refined improvement and enjoyment, which, we trust, has made a mark on the minds of our teachers, and which will doubtless enable them more judiciously to teach and instruct those that are waiting to receive from them that which the State has so liberally bestowed on its chosen instruments of instruction.

DUKES COUNTY.

EDGARTOWN.

We do not introduce the subject in this report for the purpose of giving the measure our unqualified sanction, although we are free to say, that, in view of all the arguments, for and against, we are inclined to favor it; but we simply wish to present it, in few words, with some of its advantages, for the consideration of our fellow-citizens.

It will be seen that the tendency of the act is by no means to abolish schools, but only district lines and district organizations; and let the schools still be kept just where they have been, if need be, and wher-

they may be required. But the chief benefits to be derived is change grow out of the facilities it affords for the proper of the schools. This would be especially the case in our own or should the districts be abolished here, the schools must be ed in the different portions of the town where they now are, in accommodate the inhabitants in those portions.. Nor could all ions enjoy so fully as in many other towns the advantages of on, owing to their isolated situation; but that, certainly, is no why they should not receive all that can, in the circumstances, be l from it.

y, perhaps, be objected, that this law is an infraction of the demo- ghts of the districts to choose their own officers and manage n affairs. This will be seen to be a mistake, when it is consid- st, that districts derive their existence from the acts of the town, abolishing of them, therefore, is only the exercise of the same hat first created them; and besides, some of the towns have proceeded substantially on the present proposed plan, without ing districted themselves at all. Secondly, in this case, as truly e district arrangement, the inhabitants, by their votes, elect the o are to be their humble servants in making arrangements for the a task, certainly, judging from the little experience we have to be envied or coveted by any man or set of men whatever.

ave elsewhere recommended the establishing of a permanent hool, instead of the higher Grammar School in the town district, for all the town, strictly on a qualification basis. It will be ; that, should the districts be abolished, all the property in ouses becoming the property of the town, and the town becom- onnsible for the furnishing of suitable accommodations for all its in every locality required, every scholar, from whatever part, who ed according to the basis of qualifications to be fixed, will be to the same privileges as any other to the best education the rds, and can enter the town High School on an equal foot- equal rights to the school-room, and the instructions given

And here permit us to take occasion to say, that, whether the in this town be abolished or not, we believe the time has fully : the establishing of such a school, and that for the following

e Higher Grammar School in the town district, based, as it has rtly on the age of the scholars, although it has attained the de- ject in part, has not fully answered the expectations of the

ch a school, on the conditions and basis already suggested, would endency to carry out, so far as its influence could be brought to e principles of equality; giving, as it would, to all the same s, at the same time that it places advancement to those privileges on the ground of merit.

would give us a seminary at home, at which young persons might ll the education to be had short of a college.

would enable us to keep in our own community the many s of dollars which are now annually expended for the education ars abroad.

se expense of all the schools in the town, allowing a well-salaried

teacher for this, need not be much, if any, enhanced beyond the amount now actually needed for their support.

6. We cannot but believe that the sentiment of this community, generally, is ripe for the adoption of the measure—the establishing of a proper High School. At the same time we would repeat what we have already, perhaps, suggested, viz.: that in our opinion, this can be the most properly and effectually done by the abolishing of the districts.

School Supervision.—The subject of “the general superintendence” of the Public Schools is one of such vital importance to the success of the system, that your committee crave to be indulged in submitting a few remarks upon it. With reference to this matter, all would urge that the duties should be faithfully and efficiently performed. The only question is, by what method it may be the most effectually done. The choice, in the case, lies between the old and more commonly practised mode—that by a committee of several persons, chosen for the purpose—and that by the agency of a single superintendent. Whatever arrangement may be entered into with regard to the duties in general of school supervision, it is evident that for certain specified purposes, required by law to be provided for, School Committees, as such, cannot be dispensed with. Nor is it sought to dispense with them where the last-named method is wished. But that the general routine of duties ordinarily devolving upon several men, and divided among them, can be better concentrated in one individual, either a member of the Board, or some other person selected and appointed by them, and in either case responsible for faithfulness to the committee, is what is believed and advocated by many; and the method is now successfully adopted by quite a number of the principal towns and cities of this State, as well as elsewhere. The testimony in its favor, from places where it has been tried, so far as known, is unanimous.

Without doubt the several School Committees now have the power to appoint such a general superintendent, and have done so in many places. But it is always the more desirable course for the town to signify, in some way, their wish for, or assent to, the adoption of such a method. Some of the principal reasons for its adoption are the following:—

1. Where one individual has the care of all the schools in a town or city, he usually receives a compensation sufficient to make it an object for him to bestow his time and attention upon the duties involved, to a degree and in a manner which cannot reasonably be expected of persons where the work that can be performed by one man is divided between three, five, seven, or more, as the case may be, with very stinted pay, if indeed they have pay at all.

2. It is a fact so generally admitted as almost to have become a truism, that the concentration of powers and duties in wise and faithful hands, with suitable safeguards and guaranties for their due exercise, legitimately secures the greater degree of efficiency.

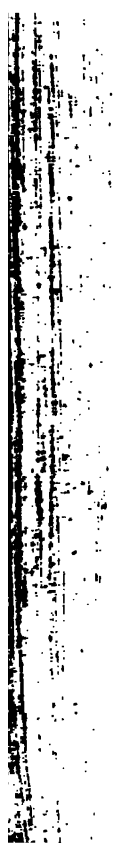
3. Where, as in the towns and smaller cities, the one man may make all the visits to the schools, taking notes of their individual standing and progress from time to time, from the beginning to the end of the term or year, he certainly can have more minute and exact data from which to ascertain the advancement made, than a School Committee ordinarily have, where one of their number visits at one time, and his associate at another. It may, perhaps, be replied, that in some of the towns and cities the

committees are accustomed to divide the labor, so that he who has the care of visiting a school has it for the year, and that thus the evil alluded to is avoided, at least in part. Be it so. This is indeed a good arrangement, so far as it goes. But it more often happens that there is no such division, and sometimes in this matter, as in other things, that "what is every body's business is nobody's," and little if any supervision at all is had.

4. Then, again, if one person has charge of all the schools, he has an opportunity to observe the excellences and defects of each; to compare one with another, and one teacher with another; to suppress the evils, and the less efficient modes of teaching and government in one school, by taking the scions of the better modes in others, and transferring them, and grafting them on the less fruitful stocks; thus studiously and industriously seeking to improve the whole, and advancing all the schools under his care as much as may be practicable.

Other considerations might be urged, but we deem it unnecessary to present them here. We are happy to add that some of our first educationists in the State, including, if we mistake not, both the late and the present Secretary of the Board of Education, have favored this method.

We commend the subject to the careful consideration of our fellow-citizens.



A P P E N D I X .

APPENDIX.

THE following pages present an Abstract of the Returns made by School Committees, for the school year 1853-4; also several Graduated Tables founded on the most important facts returned. The last annual returns, as also the returns for one or two years previous, were unusually full and complete. Probably no statistics derived from returns made to the State Department under authority of law, and embracing such a variety of facts, are more worthy of confidence, or present more correct views of the matters reported.

The amount of school money raised by tax is a matter of public record and can be definitely ascertained in every case. That it is generally returned with entire accuracy is not to be doubted. This item alone is of sufficient value to compensate the labor and expense of procuring the school returns. It is more important than all the rest returned, from the conclusions drawn from it, while it is the most accurate. The sum raised by taxation, and the number of children between five and fifteen years of age, are the facts embraced in the certificate which is attested under oath by the committees, and are the principal basis of the Graduated Tables which follow the Abstract of Returns. These tables, therefore, especially the two first series, rest mainly on the surest data, while they exhibit the most instructive and useful aspects of our Common School System. That they are highly valued for the interesting results they present and for their salutary influence, is manifest from the reports of committees, and from the testimony of the most intelligent promoters of popular education in this and in other States.

These statistics also furnish data for other tables or other important conclusions which may hereafter be formed from various comparisons and processes of calculation. They are a repository of facts which may be used for obtaining useful results in future by those interested in such investigations.

The original returns just as they come from the hands of the committees are bound in one volume each year and preserved in the archives of the State. As a summary of the most essential facts pertaining to the public schools, and presenting a continuous and compendious school history of every town and city, they are of inestimable value. Their importance in coming years as sources of history cannot now be appreciated.

The returns are still defective in respect to private schools. The teachers of such schools often refuse to report the information desired, because their schools are private establishments, and not under the control of school committees. If registers are not kept, and correct reports are not furnished, the committees must return a mere estimate. The number of private schools and the amount of tuition paid in them are probably more correctly returned than the attendance. These schools are various as to character and length, and the attendance returned is generally the estimated average in all the schools, given in one amount without reference to the period they have been severally kept. A great majority of the schools returned as private are evidently those kept only for a short period after the public schools are closed, to provide means of instruction in addition to those of the Common School and not as a substitute for them. The number of children attending exclusively on private schools is a *very* small proportion of the children of the Commonwealth.

BSTRACT OF SCHOOL RETURNS.

BOARD OF EDUCATION.

SUFFOLK COUNTY.

TOWNS.	Population—U. States (Census, 1850.	Valuation—1850.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
			In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
										Males.	Females.	Males.	Females.			
Boston, . . .	136,881	\$213,310,067 00	218	22,119	22,500	18,867	1,756	615	24,204	59	346	57	347	980.07	1253.15	2234.02
Chelsea, . . .	6,701	3,475,161 00	17	1,290	1,274	1,134	115	54	1,493	2	25	2	25	85	85	170
North Chelsea,	935	801,944 00	2	122	124	104	4	6	125	1	1	1	1	11	11	22
Winthrop,* . .	—	—	2	58	55	49	7	1	52	—	2	—	2	11	7.05	18.05
Totals,	144,517	217,587,172 00	239	23,589	23,953	20,154	1,882	676	25,874	62	374	60	375	4.11	5.13	10.04

* New town. Population and Valuation included in North Chelsea.

SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Boston, .	\$107 62	\$27 00	\$203,326 55	1	\$6,000 00	\$300 00	1	1	1	1	45 1465	1	\$97,000 00	\$5,745 85	City Treas.
Chelsea, .	110 00	23 98	9,000 00	1	1	1	1	1	1	1	2 55	1	550 00	342 23	Schools.
N. Chelsea, .	45 46	18 18	900 00	1	1	1	1	1	1	1	1	1	—	27 07	"
Winthrop, .	—	20 67	400 00	1	1	1	1	1	1	1	1	1	1	12 00	"
Totals, .	65 77	22 46	213,626 55	1	6,000 00	300 00	1	1	1	1	47 2520	1	97,550 00	6,127 15	

BOARD OF EDUCATION.

ESSEX COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.				
				In Winter.		In Sum'r.					Males.		Females.		Summer. Mos. Days.		Winter. Mos. Days.		Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.			
Amesbury,	3,143	\$1,020,425 00	16	601	571	449	451	66	72	562	2	12	10	4	53	49.15	102.15		
Andover,	6,945	3,131,122 75	25	1,218	1,170	915	917	68	86	1,414	—	26	13	13	118.15	74	192.15		
Beverly,	5,376	2,186,012 85	19	958	1,008	712	832	86	141	1,090	2	15	9	10	103	75	178		
Boxford,	982	538,288 67	7	207	243	141	167	15	36	211	1	7	6	1	24.03	22.10	46.13		
Bradford,	1,328	368,278 00	4	177	192	133	156	8	12	281	1	3	2	2	14	18	32		
Bravlers,	8,109	3,312,779 10	28	1,579	2,016	1,226	1,587	124	168	1,806	7	24	15	18	211	187	398		
Danvers,	1,585	633,895 20	10	61	374	47	337	35	53	300	—	2	6	3	8.14	40.03	48.17		
Essex,	2,082	715,213 00	9	377	352	294	272	31	42	361	—	9	2	7	38.11	29.17	68.08		
Georgetown,	7,786	2,363,251 95	29	1,762	1,737	1,297	1,339	101	196	1,753	2	33	13	25	154	157	311		
Gloverland,	1,286	397,079 00	5	227	254	167	168	24	48	275	—	5	4	1	19.10	16.06	35.16		
Groton,	889	452,403 00	4	124	166	98	114	10	24	156	—	4	4	—	14.01	12.03	26.04		
Haverhill,	5,877	2,243,497 00	25	1,194	1,242	981	1,027	32	141	1,389	5	23	15	12	102.05	104.05	206.10		
Haverhill,	3,349	1,062,792 50	12	625	645	468	501	49	77	695	3	11	9	5	57.10	45.09	102.19		
Lawrence,	8,282	6,003,716 20	28	1,791	1,681	1,188	1,182	123	80	1,869	3	27	3	31	140	140	280		
Lyons,	14,257	4,148,909 40	35	2,976	3,056	2,095	2,157	335	175	2,864	9	36	9	36	183.15	210	393.15		
Lyonsfield,	1,723	345,356 00	3	175	172	123	112	6	16	216	—	3	—	—	13.10	10.10	24		
Lyonsfield,	1,638	499,507 50	8	330	314	265	238	29	34	373	1	7	1	7	41.03	41.03	82.06		
Middlebury,	6,167	2,033,940 60	16	1,156	1,120	975	939	35	27	1,619	3	17	4	16	92	96	188		
North,	2,538	1,059,148 45	11	382	419	315	365	86	67	444	1	10	7	4	45.15	34.15	80.10		
North,	832	310,417 00	4	183	174	104	135	18	25	211	1	5	2	2	17.11	11.06	28.17		
North,	—	—	—	50	53	33	37	4	7	41	1	1	1	1	5.15	5.15	10.15		
North,	—	—	—	183	218	135	179	6	30	270	—	6	—	—	27	25.15	52.15		

SCHOOL RETURNS—1853-4.

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Saugus, . .	1,532	491,917	50	7	370	315	258	214	15	7	392	-	7	2	5	37.12	34.12	72.04
Swampscott,*	-	-	-	4	252	246	203	192	21	6	248	1	3	1	3	21.18	21.17	43.15
Topsfield, .	1,170	468,981	30	5	207	246	129	164	25	43	282	-	5	4	1	24.05	16.06	40.11
Wenham, . .	977	354,409	00	5	145	223	96	165	19	28	216	-	4	3	2	17	17.18	34.18
W. Newbury, .	1,746	578,671	10	8	232	383	176	255	24	65	398	-	6	6	2	21.02	29.16	50.18
Totals, . .	131,300	565,556,465	80	427	24,103	24,658	18,697	19,351	1,624	2,212	27,879	61	427	186	313	5.01	4.01	9.02

* New town. Population and Valuation included in Lynn.

BOARD OF EDUCATION.

ESSEX COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers, per month, including the value of board.	Average Wages of Female Teachers, per month.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, printed or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amesbury, .	\$29 70	\$13 62	\$2,000 00	-	\$102,900 00	-	-	2	335	\$5,500 00	4	134	\$947 00	\$126 86	Schools.
Andover, .	34 13	18 64	4,500 00	-	\$6,174 00	-	-	-	-	-	5	70	975 00	345 89	"
Beverly, .	41 00	15 00	4,500 00	-	-	-	-	-	-	-	6	140	1,715 00	277 04	"
Boxford, .	32 50	15 40	900 00	-	2,185 00	122 73	\$51 72	1	120	4,800 00	1	30	-	50 60	"
Bradford, .	44 00	12 00	741 00	-	2,000 00	200 00	600 00	-	-	-	1	182	300 00	63 32	"
Danvers, .	58 68	16 53	9,702 00	-	-	-	-	-	-	-	5	30	416 00	461 56	"
Essex, .	35 99	15 03	1,300 00	-	-	-	-	-	-	-	3	91	1,080 00	79 08	"
Georgetown, .	29 65	19 00	1,200 00	-	-	-	245 46	-	-	-	3	91	-	105 92	"
Gloucester, .	43 49	15 94	7,800 00	-	-	-	-	-	-	-	1	20	-	406 25	"
Groveland, .	32 08	14 58	786 25	-	-	-	-	-	-	-	1	30	-	65 43	"
Hamilton, .	30 92	12 97	600 00	-	-	-	-	-	-	-	1	20	-	39 07	"
Haverhill, .	38 91	20 15	5,500 00	\$65 00	-	-	521 17	-	-	-	1	100	75 00	302 45	"
Hewich, .	32 24	13 47	2,401 00	-	-	-	-	-	-	-	1	40	2,000 00	162 41	"
Ipswich, .	82 99	20 83	11,000 00	-	5,806 50	335 00	-	-	-	-	1	182	1,500 00	390 71	Academy, High, &c. Schools.
Lawrence, .	59 94	18 71	18,500 00	-	-	-	-	-	-	-	1	50	146 00	720 00	"
Lynnfield, .	34 67	18 67	600 00	20 00	-	-	-	-	-	-	1	50	800 00	46 13	"
Lyons, .	43 18	15 97	1,600 00	-	-	-	-	-	-	-	1	240	1,800 00	92 27	"
Marblehead, .	49 42	14 19	6,000 00	-	-	-	-	-	-	-	1	25	300 00	377 76	Town Treas.
Methuen, .	33 00	14 90	1,800 00	-	-	-	-	-	-	-	1	25	300 00	114 15	Schools.
Middleton, .	35 50	16 50	630 00	-	-	-	-	-	-	-	2	53	55 00	42 61	Rec. by Lynn.
Milford, .	43 48	13 45	700 00	-	-	-	-	-	-	-	1	30	400 00	43 31	Schools.
Newbury, .	33 65	13 45	1,300 00	-	18,000 00	800 00	-	-	-	-	1	30	-	-	Schools.

SCHOOL RETURNS—1853-4.

XV

	40 98	15 41	124,767 25 117 00	199,891 50 11,381 73	1,618 35	7	616 10,900 00	118 3094 29,804 00	6,683 10
Totals,									
Rowley, ..	33 33	16 56	700 00	—	—	—	—	2 30 35 00	42 13
Salem, ..	80 00	16 60	20,057 00	—	200 00	—	—	33 747 10,402 00	976 78
Salisbury, ..	29 83	13 92	2,000 00	—	—	—	—	6 198 330 00	163 59
Saugus, ..	30 00	18 96	1,500 00	—	—	—	—	—	88 27
Swampscott, ..	53 33	18 70	1,400 00	—	—	—	—	1 15 860 00	53 19
Topsheld, ..	30 75	11 83	700 00	—	—	—	—	1 25 500 00	56 02
W. Athol, ..	35 17	14 38	800 00	—	—	—	—	1 170 00	50 37
W. Newbury, ..	33 22	15 57	1,150 00	32 00	—	—	—	3 96 130 00	96 03
Totals,	40 98	15 41	124,767 25 117 00	199,891 50 11,381 73	1,618 35	7	616 10,900 00	118 3094 29,804 00	6,683 10

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.		No. of persons between 5 and 15 years of age in the town.	NO OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.		In Winter.		In Sum'r.			In Winter.		SUMMER.		WINTER.		Total Mos. Days.
				Schools.	Schools.	Schools.	Schools.	Males.	Females.		Males.	Females.	Mos. Days.	Mos. Days.			
Acton, .	1,605	\$541,225 00	9	295	399	220	335	33	86	353	—	—	6	3	21 11	27	48 11
Ashby, .	1,208	580,860 00	9	272	309	206	241	29	39	265	—	—	9	6	24 12	23 13	48 05
Ashland, .	1,304	407,121 00	9	310	267	265	223	27	42	290	—	—	9	4	26 15	24 10	51 05
Bedford, .	975	350,999 00	6	189	210	152	172	14	44	196	1	5	1	5	26 01	20 07	46 08
Bedford, .	1,646	870,595 00	11	352	387	270	310	47	40	344	—	—	11	7	42 02	37 03	79 05
Billerica, .	395	280,712 00	4	88	108	78	96	8	17	83	—	—	4	4	11	12	23
Boxborough, .	2,356	1,634,725 00	9	555	513	361	380	66	38	475	3	7	3	7	49 10	49 10	99
Brighton, .	545	287,868 00	5	84	83	41	52	9	11	97	—	—	3	2	10	7	17
Burlington, .	15,215	10,608,787 70	38	3,686	3,712	2,731	2,710	—	263	3,343	10	51	10	52	214 02	214 02	428 04
Cambridge, .	632	323,524 00	5	116	134	91	101	19	36	126	—	5	4	1	16 06	13	29 06
Charlestown, .	17,216	8,624,630 00	39	3,620	3,609	2,801	2,801	408	96	3,455	10	53	10	53	234	234	468
Charlestown, .	2,097	958,369 00	12	513	525	439	414	44	85	436	—	11	10	2	40	43 03	83 03
Chelmsford, .	2,249	1,262,303 20	11	407	425	315	296	59	103	343	1	10	4	7	55 17	47 10	103 07
Concord, .	3,503	700,182 00	11	344	400	235	321	39	92	309	—	11	9	2	41 07	31 16	73 03
Dartmouth, .	590	361,061 00	5	94	132	82	97	11	39	108	—	5	2	3	13 17	14 05	28 02
Dartmouth, .	4,252	1,910,613 00	16	705	753	574	608	71	115	773	2	15	2	15	76	76	152
Framingham, .	2,515	1,451,025 00	17	507	580	365	491	78	87	612	—	17	7	10	54 16	54 17	108 13
Greenville, .	2,228	821,506 00	14	515	594	446	482	58	70	582	—	13	8	6	40 05	41 17	82 02
Hopkinton, .	2,801	887,091 50	12	610	709	534	622	68	76	673	1	11	5	8	44 10	40 10	85
Hopkinton, .	1,893	1,170,498 00	8	370	371	303	302	5	24	385	2	6	2	5	47 16	29 05	77 01
Needham, .	719	482,822 00	5	135	131	103	113	8	38	120	1	4	2	3	22 10	16 05	38 15
Needham, .	987	471,870 00	7	151	197	123	164	21	44	164	—	7	4	3	23	23	45

SCHOOL RETURNS—1853-4.

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	2,341.	1,122,207 00	10	308.	737.	437.	371.	30.	173.	707.	1	12	37	7	30	40.10	94.10
Tyngborough, .	3,749	2,409,333 00	12	824	824	684	684	-	36	871	4	11	4	11	69	69	138
Medford, .	1,260	505,088 00	6	357	375	321	341	45	20	332	1	6	1	6	22	10	59.10
Melrose, .	2,744	916,210 00	13	596	618	472	476	52	75	531	1	13	7	7	67	10	110
Natick, .	5,258	3,157,340 00	19	1,012	1,030	829	841	31	96	1,015	6	15	7	17	90	15	198.10
Newton, .	-	-	5	230	220	148	148	21	18	215	-	5	1	4	20	14	34
N. Reading,*	1,754	740,823 80	9	301	378	243	311	27	63	333	-	9	6	3	28	05	50.17
Pepperell, .	3,108	1,071,042 00	8	417	452	314	355	33	44	415	1	9	3	8	42	18	69.01
Reading, .	1,043	516,983 00	7	181	263	147	160	18	27	215	-	6	5	2	22	19	41.07
Sherborn, .	1,158	569,910 00	8	227	280	175	211	22	31	280	-	8	6	2	27	10	54.15
Shirley, .	3,540	2,102,631 00	13	931	936	648	672	88	67	882	5	13	5	14	65	78	143
Somerville, .	2,407	755,019 00	10	531	480	405	395	45	61	492	1	9	2	9	62	18	89.18
S. Reading, .	2,085	481,862 00	10	510	53	322	37	32	52	436	-	10	1	-	64	13	69.11
Stoneham, .	1,455	623,390 00	7	343	319	264	230	29	63	282	1	6	2	5	24	10	49.06
Stowe, .	1,578	915,867 00	5	285	376	199	204	46	72	338	-	5	5	-	19	10	35.10
Sudbury, .	1,042	616,308 00	7	216	237	139	173	26	36	230	-	7	3	4	26	16	52.06
Tewksbury, .	1,947	855,970 00	13	440	518	358	431	66	90	425	-	13	7	6	31	10	63.05
Townsend, .	799	492,830 00	7	165	205	119	143	14	40	205	-	7	3	4	20	16	41.13
Tyngborough, .	4,464	2,778,446 50	16	862	862	701	686	82	80	889	2	16	4	14	86	10	169.10
Waltham, .	2,837	2,351,583 20	9	580	637	446	468	36	33	604	3	8	4	8	44	18	93.18
Watertown, .	1,115	479,084 00	7	225	244	182	199	32	27	223	-	7	5	2	20	14	38.15
Wayland, .	2,202	1,671,644 10	7	383	371	290	306	21	24	345	3	6	3	6	35	35	70
W. Cambridge, .	1,473	814,078 00	11	255	318	180	247	35	53	320	-	10	8	3	34	11	64.10
Weston, .	1,205	708,876 00	6	136	172	108	140	18	36	216	-	6	6	-	22	20	42.04
Wilmington, .	874	389,643 00	5	164	171	120	130	29	38	227	-	5	4	1	18	13	31.05
Winchester, .	1,353	649,346 00	8	336	314	259	228	32	44	268	1	7	3	5	53	10	79.05
Woburn, .	3,956	1,962,577 00	14	887	834	588	555	84	89	924	2	14	3	13	62	15	124.17
Totals, .	161,383	83,264,719 50	595	33,698	33,442	24,697	25,537	3,227	3,615	32,429	84	610	248	454	4	403	8.12

* Newly Incorporated. Population and Valuation included in Reading.

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all the ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 15 years of age who attended School.	No. over 15 years of age who attended school.	No. of persons between 13 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Acton, .	1,605	\$541,225 00	9	295	309	220	315	33	86	353	—	6	6	3	21.11	27	48.11
Ashby, .	1,208	580,860 00	9	272	303	206	241	29	39	265	—	9	3	6	24.12	23.13	48.05
Ashland, .	1,304	407,121 00	9	310	267	265	223	27	42	290	—	9	4	4	26.15	24.10	51.05
Bedford, .	975	350,989 00	6	189	210	152	172	14	44	196	—	5	1	5	26.01	20.07	46.08
Bedford, .	1,646	870,395 00	11	352	387	270	310	47	40	344	—	11	7	5	42.02	37.03	79.05
Billerica, .	395	230,712 00	4	88	108	78	96	8	17	83	—	4	4	—	11	12	23
Boxborough, .	2,356	1,634,725 00	9	555	513	361	380	66	38	475	3	7	3	7	49.10	49.10	99
Brighton, .	545	287,868 00	5	84	83	41	52	9	11	97	—	3	—	2	10	7	17
Burlington, .	15,215	10,608,787 70	38	3,666	3,712	2,731	2,710	—	263	3,343	10	51	10	52	214.02	214.02	428.04
Burlington, .	632	323,524 00	5	116	134	91	101	19	36	126	—	5	4	1	16.06	13	29.06
Cambridge, .	17,216	8,624,690 00	39	3,620	3,609	2,803	2,801	408	96	3,455	10	53	10	53	234	234	468
Charlestown, .	2,097	958,369 00	12	513	525	439	414	44	85	436	—	11	10	2	40	43.03	83.03
Chelmsford, .	2,249	1,262,303 20	11	407	425	345	296	59	103	343	1	10	4	7	55.17	47.10	103.07
Concord, .	3,503	700,182 00	11	344	400	235	321	39	92	309	—	11	9	2	41.07	31.16	73.03
Concord, .	590	361,061 00	5	94	132	82	97	11	39	108	—	5	2	3	13.17	14.05	28.02
Dunstable, .	4,252	1,910,613 00	16	705	753	574	608	71	115	773	2	15	2	15	76	76	152
Dunstable, .	2,515	1,451,025 00	17	507	580	365	491	78	87	612	—	17	7	10	54.16	54.17	109.13
Framingham, .	2,228	821,596 00	14	515	594	446	482	58	70	582	—	13	8	6	40.05	41.17	82.02
Greenwich, .	2,801	887,091 50	12	610	709	531	622	68	76	673	1	11	5	8	44.10	40.10	85
Holliston, .	1,883	1,170,428 00	8	370	371	267	302	8	28	385	2	6	5	3	47.16	29.05	77.01
Holliston, .	7,719	4,494,822 00	5	135	131	100	113	5	38	120	—	2	1	2	22.10	16.05	38.15
Uxbridge, .	987	471,570 00	7	151	107	123	164	21	44	164	—	4	4	3	23	23	45

SCHOOL RETURNS—1853-4.

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Malden, ...	3,520	1,731,682	40	13	683	680	580	552	44	56	726	3	11	3	11	3	11	55.10	61.15	117.05
Marlborough, ...	2,941	1,172,267	00	16	569	737	457	571	50	173	709	1	12	9	12	9	7	36	48.10	84.10
Medford, ...	3,749	2,409,333	00	12	824	824	634	694	—	36	871	4	11	4	11	4	6	69	138	
Melrose, ...	1,260	505,098	00	6	357	375	321	341	45	20	332	1	6	1	6	1	22.10	37	59.10	
Natick, ...	2,744	916,210	00	13	596	618	472	476	52	75	591	1	13	7	13	7	7	67.10	42.10	110
Newton, ...	5,258	3,157,340	00	19	1,012	1,030	829	841	31	96	1,015	6	15	7	17	17	99.15	98.15	198.10	
N. Reading, ...	—	—	—	5	230	220	148	148	21	18	215	—	5	1	4	20	20	14	34	
Pepperell, ...	1,754	740,823	80	9	301	378	243	311	27	63	333	—	9	6	3	28.05	22.12	50.17		
Reading, ...	3,108	1,071,042	00	8	417	452	314	355	33	44	415	1	9	3	8	42.18	26.03	69.01		
Sherborn, ...	1,043	516,983	00	7	181	263	147	160	18	27	215	—	6	5	2	22	19.07	41.07		
Shirley, ...	1,158	569,910	00	8	227	280	175	211	22	31	280	—	8	6	2	27.10	27.05	54.15		
Somerville, ...	3,540	2,102,631	00	13	931	936	648	672	88	67	882	5	13	5	14	65	78	143		
S. Reading, ...	2,407	755,019	00	10	531	480	405	395	45	61	492	1	9	2	9	62.18	27	89.18		
Stoneham, ...	2,085	481,862	00	10	510	53	322	37	32	52	436	—	10	—	10	—	64.13	4.18	69.11	
Stowe, ...	1,455	623,390	00	7	343	319	264	230	29	63	282	1	6	2	5	24.10	24.16	49.06		
Studbury, ...	1,578	915,867	00	5	285	376	199	204	46	72	338	—	5	5	5	19.10	16	35.10		
Tewksbury, ...	1,042	616,308	00	7	216	237	139	173	26	36	230	—	7	3	4	26.16	25.10	52.06		
Townsend, ...	1,947	855,970	00	13	440	518	358	431	66	90	425	—	13	7	6	31.10	31.15	63.05		
Tyngsborough, ...	799	492,830	00	7	165	205	119	143	14	40	205	—	7	3	4	20.16	20.17	41.13		
Waltham, ...	4,464	2,778,446	50	16	862	862	701	688	82	80	889	2	16	4	14	86	83.10	169.10		
Watertown, ...	2,837	2,351,583	20	9	580	637	446	468	36	33	604	3	8	4	8	44	49.18	93.18		
Wayland, ...	1,115	479,084	00	7	225	244	182	199	32	27	223	—	7	5	2	20.14	18.01	38.15		
W. Cambridge, ...	2,202	1,671,644	10	7	383	371	290	306	21	24	345	3	6	3	6	35	35	70		
Westford, ...	1,473	814,078	00	11	255	318	180	247	35	53	320	—	10	8	3	34.11	29.19	64.10		
Weston, ...	1,205	708,876	00	6	136	172	108	140	18	36	216	—	6	6	6	22	20.04	42.04		
Wilmington, ...	874	399,643	00	5	164	171	120	130	29	38	227	—	5	4	1	18	13.05	31.05		
Winchester, ...	1,353	649,346	00	8	336	314	259	228	32	44	268	1	7	3	5	53.10	25.15	79.05		
Woburn, ...	3,956	1,962,577	00	14	887	834	588	555	84	89	924	2	14	3	13	62.15	62.02	124.17		
Totals, ...	161,383	83,264,719	50	595	33,698	33,442	24,697	25,597	3,227	3,615	32,420	84	610	248	454	—	4.09	4.03	8.12	

* Newly Incorporated. Population and Valuation Included in Reading.

SCHOOL RETURNS—1853-4.

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[illegible]

BOARD OF EDUCATION.

WORCESTER COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.		AGGREGATE LENGTH OF THE SCHOOLS.					
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Females.	Males.	Females.	Males.	Summer. Mos. Days M. or P. Mos.	Winter. Days.	Total.	
Ashburnham, .	1,875	\$681,420 00	14	410	536	355	430	46	119	457	—	14	10	4	36.09	35.16	72.05	
Athol, .	2,034	630,384 00	16	367	550	287	396	44	105	410	—	13	6	10	38	45.17	83.17	
Auburn, .	879	300,896 00	7	164	224	116	173	29	36	190	—	7	2	5	20.17	17.16	38.13	
Barre, .	2,976	1,430,964 00	20	571	757	458	640	71	119	572	1	18	9	12	57.11	63.06	120.17	
Berlin, .	866	276,330 00	5	148	208	112	157	13	36	190	—	5	3	2	14	15	29	
Blackstone, .	4,391	1,705,166 00	16	751	755	526	554	91	26	889	3	11	4	11	55.11	59.08	114.19	
Bolton, .	1,263	525,254 00	9	253	301	209	208	21	89	253	1	8	7	2	29	35.16	64.16	
Boylston, .	918	450,982 60	6	175	236	155	197	22	44	222	—	6	3	3	19.05	17.04	36.09	
Brookfield, .	1,674	632,064 00	9	244	285	195	243	30	49	338	—	8	4	5	26.07	26.14	53.01	
Brookton, .	2,015	942,701 00	13	367	504	290	397	43	102	405	—	13	10	3	35.11	36.17	72.08	
Charlton, .	3,113	909,148 00	7	513	488	321	294	17	32	555	2	5	2	5	36	36	72	
Canton, .	842	211,123 00	6	169	211	127	173	27	33	181	—	6	2	4	19.10	18.10	38	
Danvers, .	1,878	678,709 00	10	410	420	308	295	75	54	386	—	10	7	2	37.11	28.08	65.19	
Dorchester, .	1,443	651,391 00	7	219	326	164	256	28	37	299	—	7	5	2	26.06	25.10	51.16	
Douglas, .	5,120	2,030,864 60	22	1,098	1,003	744	801	89	236	1,006	2	21	9	14	105.11	68.16	174.07	
Fitchburg, .	1,533	536,389 60	8	340	489	283	393	22	80	410	—	8	5	5	19	68.15	65.12	135.07
Gardner, .	3,904	1,356,063 00	19	743	881	607	741	94	99	747	1	17	9	9	68.15	38	74.10	
Grafton, .	1,631	830,396 00	12	277	367	227	204	40	75	275	—	12	6	6	36.10	33	69	
Greenwich, .	1,630	741,352 00	10	270	325	217	245	32	83	289	—	10	8	2	31	37	68	
Harvard, .	1,923	787,834 50	13	371	511	311	432	30	91	461	—	12	6	7	31	32.05	73.05	
Hudson, .	1,825	643,503 00	15	452	482	374	394	35	110	457	—	14	6	9	32.16	32.05	64.21	
Hobartston, .	1,998	1,210,570 00	11	297	350	234	294	31	53	352	—	11	5	3	41	40.03	81.05	
Leicester, .	2,098	1,344,081 10	18	674	886	530	678	55	173	561	1	14	10	10	44.10	47.18	114.08	

SCHOOL RETURNS—1853-4.

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New Baintree,	852	554,624	00	8	164	108	134	161	18	33	175	-	6	6	2	21	16.16	37.16
Northborough, .	1,535	625,536	00	6	216	289	170	223	10	35	264	-	6	5	2	19.10	20.17	40.07
Northbridge, .	2,230	627,979	70	9	372	413	285	329	48	60	458	1	8	6	4	27.18	27.04	55.02
N. Brookfield, .	1,930	651,352	00	13	476	577	361	470	68	72	449	-	13	6	8	37	37.06	74.06
Oakham, .	1,137	413,351	00	8	219	295	181	257	32	50	213	-	8	4	4	20.18	18.06	39.04
Oxford, .	2,380	955,645	00	10	464	487	320	358	51	41	608	2	10	9	2	37.05	32.10	62.15
Paxton, .	820	298,714	00	6	143	192	119	166	12	30	160	-	5	2	4	15	17.18	39.18
Petersham, .	1,527	792,077	00	14	309	387	239	312	31	92	323	-	14	6	9	36	39.08	75.08
Phillipston, .	809	383,141	00	7	165	225	129	189	20	59	171	-	7	5	2	17.16	16.05	34.01
Princeton, .	1,318	631,911	00	10	268	339	229	291	36	40	276	-	10	8	2	23.08	27.08	50.16
Royalton, .	1,546	751,008	00	14	323	402	270	340	42	72	313	-	13	5	2	32.16	38.05	71.01
Rutland, .	1,223	513,447	00	10	251	305	201	251	35	54	282	-	10	4	6	22.10	27	49.10
Shrewsbury, .	1,596	788,836	00	9	279	312	215	250	24	64	270	-	7	5	4	21.10	25.08	46.18
Southborough, .	1,347	593,407	60	7	249	285	184	214	23	30	321	-	7	7	-	20.15	17.10	38.05
Southbridge, .	2,824	1,131,673	00	12	516	545	358	410	56	85	628	-	12	6	8	42.13	37.02	79.15
Spencer, .	2,244	828,611	00	12	474	525	360	438	63	68	553	-	12	6	6	34	32.10	66.10
Sterling, .	1,805	801,310	00	12	326	464	263	377	25	102	390	-	12	7	5	33.05	38.05	71.10
Sturbridge, .	2,119	846,330	00	15	392	494	313	401	37	73	536	1	13	7	8	42.07	45.11	87.18
Sutton, .	2,595	977,822	00	14	432	545	330	394	56	85	496	-	14	5	9	38	43	81
Templeton, .	2,173	877,725	00	11	472	502	400	409	42	99	501	-	12	6	6	32.05	31.10	63.15
Upton, .	2,023	601,308	00	12	366	407	292	328	21	45	356	-	12	7	5	28.10	31.05	59.15
Uxbridge, .	2,457	1,129,366	50	13	433	536	308	386	55	65	762	-	10	4	9	36.15	40	76.15
Warren, .	1,777	686,931	00	11	275	341	207	274	19	51	323	-	10	3	8	35	34	69
Webster, .	2,371	801,934	00	9	413	435	308	318	26	14	611	2	7	3	6	47.14	42	89.14
Westborough, .	2,371	768,499	50	12	460	517	365	458	47	95	476	-	12	2	10	29	32.16	61.16
W. Boylston, .	1,749	531,117	00	8	331	355	272	283	55	54	364	-	8	5	3	23.05	20.18	44.03
W. Brookfield, .	1,314	528,764	00	7	304	243	230	184	30	57	287	-	7	4	3	22	19	41
W. Westminster, .	1,914	732,784	00	13	352	400	271	321	40	58	448	-	13	7	7	40.19	39.09	80.08
Winchendon, .	2,445	918,365	00	11	372	491	322	379	38	86	435	-	11	7	3	32.05	33	65.05
Worcester, .	17,049	11,085,506	70	35	3,005	2,943	1,853	1,989	250	269	3,312	4	54	9	51	187.07	176.04	363.11
Totals,	130,789	55,497,794	00	664	24,510	28,226	18,373	21,828	2,548	4,308	27,500	25	649	322	374	3.03	3.03	6.06

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers, per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of schools, including only the wages of Teachers.	Amount of board, fuel, etc., voluntarily contributed for public schools.	Am't of School Funds, the income of which can be appropriated for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, printed or not.	Number of Incorporated Academies.	Average No. Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Ashburnham,	\$28 66	\$15 51	\$1,500 00	-	-	-	-	-	5	\$300 00	51	140	\$300 00	\$100 51	Schools.
Athol,	28 66	18 03	1,800 00	-	-	-	-	-	4	300 00	16	125	300 00	102 16	"
Auburn,	25 04	10 53	600 00	-	-	-	-	-	-	-	-	-	-	44 27	"
Barre,	37 56	15 74	2,600 00	-	-	-	-	-	-	-	-	-	-	140 30	"
Berlin,	25 14	14 49	500 00	-	\$503 69	\$31 20	-	-	1	500 00	86	40	500 00	38 86	"
Blackstone,	31 79	20 46	2,500 00	112 42	-	-	\$287 56	-	1	54 00	02	12	54 00	213 02	"
Blackton,	35 00	15 85	1,200 00	-	12,000 00	720 00	-	-	-	-	-	-	-	60 03	"
Boylston,	31 08	14 53	600 00	20 00	-	-	-	-	4	80 72	56	73	80 72	51 56	"
Brookfield,	30 00	16 80	1,300 00	-	-	-	76 74	-	3	800 00	74	15	800 00	76 74	"
Brookton,	27 26	15 02	1,400 00	24 00	1,000 00	60 00	-	-	-	-	-	-	-	91 80	"
Charlton,	45 87	22 72	2,316 53	-	-	-	-	-	-	-	-	-	-	123 81	"
Clinton,	24 88	14 47	440 00	146 00	-	-	-	-	-	-	-	-	-	41 90	"
Dana,	31 03	15 14	1,200 00	34 00	409 86	25 19	144 28	-	1	26 28	00	26	26 28	97 45	"
Douglas,	26 35	14 36	1,000 00	15 00	2,000 00	-	-	-	1	420 00	73	35	420 00	72 73	"
Dudley,	49 56	17 68	4,700 00	-	-	-	-	-	1	20 00	04	20	-	245 04	"
Fitchburg,	34 98	16 83	1,000 00	-	-	-	-	-	1	240 00	80	30	240 00	91 80	"
Fitchiner,	33 44	18 27	3,000 00	28 50	1,000 00	60 00	-	-	-	-	-	-	-	201 01	"
Grafton,	27 61	13 84	1,500 00	-	200 00	12 00	-	-	1	210 00	01	7	210 00	65 91	"
Hardard,	31 00	17 90	1,300 00	-	-	-	-	-	3	150 00	74	50	150 00	76 74	Town Treas.
Harden,	30 78	14 18	1,200 00	35 00	3,636 66	202 00	36 00	-	-	-	-	-	-	105 46	Schools.
Hillbardsdon,	23 29	13 34	1,272 00	-	1,200 00	72 00	-	-	-	-	-	-	-	106 87	"
Hillbardsdon,	34 87	16 08	1,600 00	-	1,200 00	72 00	-	-	5	160 00	80	90	160 00	106 87	"
Leicester,	26 19	12 78	1,400 00	-	1,000 00	60 00	-	-	1	36 00	53	19	36 00	124 53	"
Leicester,	42 12	16 12	2,327 00	52 00	100 00	6 00	-	-	1	188 00	41	31	188 00	142 41	"

SCHOOL RETURNS—1853-4.

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[illegible]

HAMPSHIRE COUNTY.

TOWNS.	Population—U. States (Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend school.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Amherst, .	3,057	\$1,187,267 00	14	602	634	476	523	41	86	626	3	14	6	10	56.15	45	101.15
Belchertown, .	2,680	830,356 00	19	469	642	353	499	37	105	606	1	17	13	7	52.05	53.10	105.15
Chesterfield, .	1,014	384,115 00	10	183	240	137	185	21	48	230	-	9	6	4	32.17	30.11	63.08
Cummington, .	1,172	375,196 00	10	214	259	164	213	17	58	240	-	10	7	3	34.11	31.09	66
Cummington, .	1,342	434,564 00	12	145	150	106	133	12	10	245	-	6	2	4	22	23	45
Eastfield, .	1,036	450,684 00	8	194	242	159	193	24	29	241	-	8	4	4	23.18	24.12	48.10
Enfield, .	512	178,995 00	5	118	121	92	94	14	16	104	-	5	1	4	15.11	14.05	29.16
Goenby, .	1,104	395,537 00	8	146	211	118	175	12	26	194	-	7	4	4	22.16	24.05	47.01
Greenwich, .	838	228,570 00	7	157	210	121	171	14	42	172	-	7	5	2	18.16	18.16	37.12
Hadley, .	1,986	904,424 00	14	357	476	283	395	43	53	421	1	11	7	10	41.12	49.13	91.05
Hadley, .	1,073	706,290 00	8	181	219	136	171	24	49	196	-	6	2	6	21.13	24	45.13
Hadfield, .	737	249,904 00	11	145	148	114	124	16	20	149	-	11	5	4	38	30.06	68.06
Midhampton, .	5,278	2,504,144 00	24	898	891	708	765	39	90	1,129	2	24	4	22	98.07	99	197.07
Norwich, .	756	241,678 00	10	233	279	184	231	19	47	222	-	10	2	7	31.14	22.10	54.04
Norwich, .	983	214,606 00	8	204	240	162	197	17	45	162	-	8	2	6	19	18.17	37.17
Pelham, .	814	286,006 00	10	192	208	137	153	13	51	162	-	10	5	5	29	32.15	61.15
Pelham, .	737	253,561 00	5	112	182	91	139	13	35	177	-	4	4	1	12.11	15	27.11
Pelham, .	2,495	663,482 00	10	359	397	260	315	36	58	390	-	11	3	8	44	36.11	80.11
South Hadley, .	1,060	377,282 00	8	181	213	127	161	15	17	238	-	6	3	5	22.06	26.12	48.18
Ware, .	3,785	1,108,228 00	18	608	612	479	486	52	38	681	2	15	8	8	35.12	32.06	67.18
Ware, .	602	215,719 00	7	124	124	92	101	21	17	128	-	7	2	4	27	21	48

SCHOOL RETURNS—1853-4.

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TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for rubber Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, printed or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for tuition.	How appropriated.
Anherst, .	\$45 10	\$15 38	\$2,500 00	-	-	-	-	1	40	\$720 00	1	20	\$400 00	1	20	\$400 00	Schools.
Belchertown, .	23 00	14 00	1,600 00	\$276 00	-	-	-	-	-	-	-	25	82 00	2	25	82 00	"
Chesterfield, .	23 00	12 58	500 00	403 37	\$607 00	\$36 42	-	-	-	-	-	-	-	-	-	-	"
Cummington, .	25 00	14 00	600 00	550 00	-	-	\$150 00	1	210	3,650 00	3	50	695 00	3	50	695 00	Not returned.
Easthampton, .	21 00	20 90	700 00	275 00	-	-	-	-	-	-	-	125	130 00	5	125	130 00	Schools.
Enfield, .	24 78	13 08	700 00	-	-	-	-	-	-	-	-	-	-	-	-	-	"
Goshen, .	23 00	15 54	350 00	131 66	-	-	-	-	-	-	-	-	-	-	-	-	"
Granby, .	23 66	12 80	850 00	20 00	-	-	-	-	-	-	-	-	-	-	-	-	"
Greenwich, .	22 54	12 86	600 00	40 50	-	-	-	-	-	-	-	-	-	-	-	-	"
Hadley, .	34 18	15 40	2,100 00	53 00	16,000 00	600 00	-	1	-	275 00	2	8	40 00	2	8	40 00	"
Hatfield, .	28 00	15 00	1,000 00	-	-	-	-	-	-	-	-	-	-	-	-	-	"
Middlefield, .	20 14	13 80	500 00	472 00	-	-	90 00	-	-	-	-	-	-	-	-	-	"
Northampton, .	45 35	19 34	5,000 00	50 00	2,906 87	176 16	-	-	-	-	-	86	2,600 00	4	86	2,600 00	"
Norwich, .	18 50	14 04	400 00	328 00	-	-	-	-	-	-	-	80	30 00	3	80	30 00	"
Pelham, .	25 25	12 60	500 00	36 25	-	-	-	-	-	-	-	57	69 00	3	57	69 00	"
Plainfield, .	21 26	11 13	600 00	181 00	-	-	-	-	-	-	-	25	85 00	1	25	85 00	Schools.
Prescott, .	27 25	12 80	350 00	155 00	-	-	-	-	-	-	-	90	50 00	1	90	50 00	"
South Hadley, .	30 26	16 92	1,700 00	84 00	-	-	-	-	275	16500 00	1	10	125 00	1	10	125 00	"
Southampton, .	22 70	13 51	500 00	-	-	-	105 58	1	40	338 00	3	55	321 00	3	55	321 00	"
Ware, .	37 48	16 32	2,700 00	-	-	-	-	-	-	-	-	-	-	-	-	-	"
Westhampton, .	20 00	10 11	450 00	245 00	-	-	-	-	-	-	-	-	-	-	-	-	"
Williamsburg, .	21 00	15 70	1,000 00	108 00	-	-	-	-	-	-	-	-	-	-	-	-	"
Worthington, .	23 30	15 75	500 00	678 41	1,848 67	110 92	146 98	-	-	-	-	-	-	-	-	-	"
Totals,	26 33	14 50	25,700 00	4087 19	21,362 54	923 50	492 56	5	565	21483 00	32	621	4,997 00	32	621	4,997 00	1,692 48

HAMPDEN COUNTY.

TOWNS.	Population—U. States (Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of Scholars of all ages in all the the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.		AGGREGATE LENGTH OF THE SCHOOLS.		Total.		
				In Sum- m.	In Winter.	In Sum- m.	In Winter.				Males.	Females.	Males.	Females.		Summer. Mos. Days.	Winter. Mos. Days.
Blandford,	1,418	\$516,806 00	15	396	374	239	281	23	72	314	15	8	6	51.05	48.02	99.07	
Brimfield,	1,420	672,008 00	10	213	280	175	222	28	67	256	10	4	6	31	32.05	63.05	
Chester,	1,521	423,265 00	16	256	345	219	272	17	36	305	11	5	9	42.10	42.10	85	
Chicopee,	8,201	3,442,597 00	22	1,434	1,418	882	985	68	136	1,388	27	7	24	109.10	113.15	223.05	
Granville,	1,305	384,110 00	9	217	255	165	210	37	21	284	9	5	5	38	27	65	
Granville,	449	141,897 00	4	79	91	59	74	7	12	73	4	2	2	11.05	10.07	21.12	
Holyoke,	3,245	1,812,854 00	17	629	620	461	481	23	43	650	3	14	4	13	82.12	72.12	155.04
Holyoke,	1,252	845,966 00	11	193	280	150	196	23	37	249	8	6	6	33	39.07	72.07	111.11
Longmeadow,	1,186	450,837 00	10	215	284	160	229	20	21	273	9	3	7	33.11	57	90	114.11
Ludlow,	2,831	916,185 00	17	422	504	312	408	66	47	507	16	10	7	57.11	12.12	30.12	129.02
Longmeadow,	393	159,691 00	5	84	64	61	52	6	8	99	4	1	3	18	66.13	39	88
Monterey,	3,974	1,208,435 67	18	602	677	428	473	73	122	818	1	17	8	10	32.09	17	39
Palmer,	521	167,528 00	7	117	120	80	83	13	5	111	6	1	6	5	45.05	42.15	309.10
Russell,*	1,120	525,318 00	10	287	341	217	235	13	70	242	1	9	5	15	153.05	153.05	50.02
Southwick,	11,766	6,375,453 50	33	2,145	2,401	1,560	1,724	55	210	2,253	6	40	12	39	12.02	19.05	31.07
Springfield,	594	202,555 00	8	90	110	75	78	17	4	118	8	2	4	29.11	20.11	188.05	145
Springfield,	711	217,938 00	6	114	168	81	124	13	30	136	4	3	3	12.02	77	70	99
Taunton,	4,180	1,563,758 00	23	810	865	604	632	52	47	950	22	4	18	111.05	48	7.12	7.12
Ware,	2,979	1,661,640 50	19	436	574	327	501	44	47	708	18	8	12	75	48	7.12	7.12
W. Springfield,	2,127	923,287 50	13	378	449	287	351	35	37	496	15	5	8	51	48	7.12	7.12
W. Springfield,	51,283	22,121,220 77	273	9,117	10,220	6,542	7,611	623	1,072	10,230	15	206	103	193	3.19	3.13	7.12
Totals,																	

* No return.

SCHOOL RETURNS—1853-4.

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TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers.	Amount of board and fuel, including only the wages of Teachers.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, printed or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	How appropriated.
Blandford,	\$24 35	\$13 00	\$600 00	\$668 59	\$2,800 00	\$114 00	\$194 16	-	-	-	-	-	-	-	Schools.
Brimfield,	19 83	13 81	1,100 00	58 00	600 00	36 00	-	-	-	-	-	-	-	-	"
Chester,	25 83	13 04	800 00	582 75	-	-	-	600 00	-	1	-	3	71	127 00	"
Chicopee,	43 60	16 32	7,553 87	-	-	-	-	175 00	-	3	-	3	75	327 00	"
Granville,	21 60	12 34	500 00	536 00	-	-	-	-	-	-	-	-	-	-	"
Holland,	16 47	12 11	200 00	65 40	222 22	13 33	-	-	-	-	-	-	-	-	"
Holyoke,	48 97	14 04	3,200 00	500 00	1,131 00	67 86	-	-	-	-	-	-	-	-	"
Longmeadow,	27 00	11 35	1,400 00	-	-	-	-	-	-	-	-	-	-	-	"
Ludlow,	24 50	15 25	800 00	319 51	-	-	-	-	-	1	86 1,392 05	2	30	500 00	"
Monson,	27 08	13 44	1,600 00	514 04	-	-	-	-	-	-	-	-	-	-	"
Montgomery,	20 00	16 00	300 00	156 00	-	-	-	-	-	-	-	-	-	-	"
Palmer,	33 00	15 00	2,525 00	107 50	500 00	30 00	19 50	-	-	1	-	1	25	100 00	Schools.
Russell,	16 00	14 00	300 00	214 00	-	-	-	-	-	-	-	-	-	-	"
Southwick,*	25 67	11 77	-	409 00	15,618 01	937 08	-	874 82	-	1	-	1	200	39 00	"
Springfield,	56 34	18 83	12,000 00	-	-	-	-	-	-	6	-	6	200	-	Schools.
Tolland,	19 00	12 00	250 00	-	-	-	-	71 00	-	1	-	1	20	60 00	"
Wales,	19 66	11 14	400 00	38 50	-	-	-	-	-	-	-	-	-	-	"
Westfield,	24 66	17 09	3,000 00	377 00	-	-	-	-	-	1	100 1,500 00	2	54	150 00	"
W. Springfield,	28 38	15 23	1,800 00	683 75	14,000 00	834 00	-	-	-	1	-	1	33	450 00	"
Wilbraham,	25 86	16 55	1,300 00	700 00	954 00	57 24	133 01	-	-	1	282 5,759 00	2	33	103 09	"
Totals,	27 39	14 12	39,628 87	5930 04	35,825 23	2,089 51	2,067 49	2,067 49	3	468 8,651 05	23	002	2,037 00	2,328 28	

* No returns. Abstract taken from last returns.

Stonbury, ...	912	248,125 00	10	186	236	150	192	23	33	216	-	9	4	6	25	27.13	52.13
Sturminster, ...	792	310,442 00	8	195	254	137	187	13	35	203	-	8	5	5	20.08	22	42.08
Wareham, ...	1,021	454,605 00	10	224	259	189	215	26	54	203	-	9	2	8	24.06	25.06	49.12
Wendell, ...	920	389,204 00	10	98	258	83	193	17	17	223	-	4	1	8	9.05	26	35.05
Whately, ...	1,101	438,772 00	6	160	199	117	153	10	35	217	-	6	3	3	23.11	18.03	41.14
Totals, ...	30,870	11,211,309 00	268	6,224	7,469	4,706	5,944	599	1,124	7,087	1	247	101	171	2.17	2.17	5.14

* No returns. Abstract from returns of last year.

SCHOOL RETURNS—1853-4.

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	30 23	14 28	800 00	140 00	270 67	16 78	-	-	-	-	-	-	1	25	-	15 00	48 54	Schools.
Waverland,	22 28	13 53	724 50	-	500 00	30 00	-	-	-	-	-	-	-	-	-	-	48 96	"
Watwick,	22 00	12 68	450 00	-	630 00	41 40	-	-	-	-	-	-	-	-	-	-	41 89	"
Wendell,	22 65	13 22	650 00	98 00	-	-	-	-	-	-	-	-	1	22	66 00	47 31	"	"
Totals,	23 64	14 07	20,786 00	5,083 76	23,054 49	1,383 27	303 00	7	368	3,924 00	21	534	2,099 00	1,576 51				

* No returns. Abstract from returns of last year.

BOARD OF EDUCATION.

BERKSHIRE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total Mos. Days.
											Males.	Females.	Males.	Females.			
Adams, . . .	6,172	\$1,724,484 00	22	811	939	645	611	55	64	1,347	2	23	10	15	85.05	78.19	164.04
Alford, . . .	502	219,734 60	4	120	117	81	83	13	14	114	—	4	1	2	18.18	12	30.18
Bockett, . . .	1,223	313,915 00	11	268	281	190	197	20	45	283	—	11	5	6	48.08	36.12	85
Cheshire, . . .	1,208	516,586 50	9	273	282	183	196	17	35	285	—	10	8	1	34.10	20.10	64
Clarksburg, . . .	384	94,835 00	4	73	117	53	67	8	11	108	—	3	3	1	9	14.05	23.05
Dalton, . . .	1,020	451,247 00	7	221	248	156	175	13	10	270	—	7	1	6	27.10	21.05	48.15
Eggsdale, . . .	1,013	453,165 00	5	180	220	130	141	26	32	208	—	5	5	—	20.19	21.16	42.15
Florida, . . .	561	145,049 00	7	141	157	115	117	13	26	167	—	7	4	3	18.11	17	35.11
Fl. Barrington, . . .	3,264	1,288,176 00	17	634	648	391	407	50	35	730	—	16	8	8	81.15	57.07	138.02
Gl. Hancock, . . .	789	335,151 00	8	71	116	38	92	5	11	167	—	3	3	2	14.05	16	30.05
Gl. Hancock, . . .	1,253	403,324 00	8	242	259	169	173	26	20	270	—	7	2	6	32.07	32.06	64.13
Hinsborough, . . .	1,229	501,445 00	8	198	211	136	142	15	16	282	—	7	5	3	32.10	32.10	65
Lanesborough, . . .	3,220	966,320 00	13	804	780	517	547	74	102	820	1	14	3	11	75	52.06	127.06
Lee, . . .	1,599	524,500 90	8	277	283	177	180	26	28	380	—	8	4	3	33.11	25.17	59.08
Lenox, . . .	761	227,960 00	8	133	173	99	133	11	25	133	—	7	7	8	28.12	20.06	57.18
Lenox, . . .	*424	93,402 00	3	52	59	29	25	6	12	72	—	3	—	2	10.10	5.15	16.05
Mo. Washington, . . .	186	99,906 00	2	28	34	18	25	—	2	55	—	2	1	—	7	3	10
Mo. Ashford, . . .	1,847	495,871 00	13	322	348	217	242	42	46	330	—	11	6	7	49.01	37.11	86.12
New Marlboro, . . .	1,224	319,400 00	9	197	241	128	173	13	43	202	—	8	4	5	29.10	27.05	56.15
New Marlboro, . . .	519	197,142 00	7	107	109	77	81	18	20	99	—	7	1	3	26.17	16.04	43.01
Oran, . . .	5,872	2,000,744 00	24	1,159	1,241	840	889	158	146	1,385	2	24	10	18	100	100	200
Pittsfield, . . .	907	317,088 00	6	178	187	106	112	21	21	191	—	6	2	4	30.05	25.10	55.15

SCHOOL RETURNS—1853-4.

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Stockbridge, .	1,941	733,871 40	9	304	371	310	378	60	82	617	—	13	9	5	5	63.08	53.01	116.09
Tyringham, .	821	239,086 00	7	170	190	125	264	18	30	439	—	9	5	5	5	42.06	41.12	83.18
Washington, .	953	236,195 00	9	214	181	133	127	12	20	201	—	7	2	5	5	27	20	47
W. Stockbridge, .	1,713	541,186 00	7	300	270	167	175	11	22	226	—	9	2	6	6	20.17	17.05	47.02
Williamstown, .	2,626	973,309 00	16	448	529	297	351	47	58	315	1	6	5	1	1	30.12	21.13	52.05
Windsor, .	897	298,619 00	10	247	254	175	162	32	46	668	—	13	11	5	5	66.11	53	119.11
Totals, .	49,591	17,197,607 00	299	9,191	9,998	6,262	6,779	932	1,176	11,102	6	282	142	152	2	32.06	29.06	61.12
																	3.06	7.06

• Including Boston Corner.

BERKSHIRE COUNTY—CONTINUED.

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BOARD OF EDUCATION.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Av't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, printed or not.	Number of Incorporated Academies.	Average No. Scholars.	Aggregate paid for Tuition.	No. of unincorporated private Schools.	Average No. Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Adams, . . .	\$34 32	\$12 80	\$2,020 50	\$274 00	\$3,333 33	\$200 00	-	-	-	-	5	75	\$300 00	\$316 57	Schools.
Alford, . . .	23 00	10 11	300 00	127 00	-	72 00	\$52 50	-	-	-	2	50	134 00	27 30	"
Becket, . . .	23 43	15 08	600 00	675 25	1,200 00	-	-	-	-	-	1	25	250 00	64 72	"
Beckhire, . . .	23 73	15 41	700 00	606 69	-	-	-	-	-	-	1	25	250 00	56 48	"
Clarksburg, . . .	20 78	7	200 00	243 75	350 00	21 00	-	-	-	-	-	-	-	25 89	"
Dalton, . . .	30 00	13 00	600 00	93 00	-	-	-	-	-	-	-	-	-	62 13	"
Egremont, . . .	22 30	15 38	625 00	238 18	-	-	-	-	-	-	2	50	130 50	45 89	"
Florida, . . .	22 61	10 87	350 00	141 50	188 12	11 28	-	-	-	-	2	40	-	45 89	"
Gt. Barrington, . . .	22 87	11 35	1,500 00	800 00	960 00	57 60	218 40	1	75	\$1,200 00	2	40	3,000 00	170 87	"
Hancock, . . .	23 44	12 82	365 00	525 00	200 00	12 00	-	-	-	-	3	60	450 00	31 54	"
Hinsdale, . . .	32 79	13 50	650 00	320 92	247 00	14 82	-	1	52	962 00	2	40	-	72 49	"
Hinsborough, . . .	22 50	17 50	800 00	600 00	800 00	48 00	154 20	-	-	-	2	40	500 00	58 13	"
Leicester, . . .	49 52	18 03	2,649 89	600 00	1,600 00	96 00	-	-	-	-	2	45	1,200 00	178 41	"
Lexington, . . .	25 55	14 71	700 00	470 00	2,665 66	160 00	-	1	30	480 00	1	20	2,000 00	-	"
Monterey, . . .	-	12 50	400 00	-	612 20	36 73	67 40	-	-	-	-	-	-	39 55	Schools.
N. Washington, . . .	-	11 75	150 00	-	100 00	6 00	-	-	-	-	-	-	-	21 90	"
N. Ashford, . . .	21 00	12 33	100 00	78 00	-	-	-	-	-	-	-	-	-	-	Schools.
New Marlboro, . . .	23 97	12 31	750 00	451 50	-	-	327 55	-	-	-	3	42	141 00	94 15	"
Northampton, . . .	23 92	14 11	650 00	407 00	-	-	-	-	-	-	-	-	-	47 08	"
Oris, . . .	27 00	13 34	300 00	332 76	373 33	92 22	-	-	-	-	1	6	56 00	24 45	"
Putnam, . . .	34 78	18 06	5,000 00	150 00	-	-	-	-	-	-	2	150	3,000 00	313 98	"
Westfield, . . .	34 50	15 00	5,000 00	319 5	-	-	-	-	-	-	1	150	3,000 00	313 98	"
Westmoreland, . . .	34 50	15 00	5,000 00	319 5	-	-	-	-	-	-	1	150	3,000 00	313 98	"

Washington,	17 47	13 75	450 00	267 00	-	-	-	-	-	-	-	-	-	-	-	-	-	45 90	"
W. Stockbridge,	28 24	13 65	700 00	270 07	-	-	-	-	-	-	-	-	-	-	-	-	-	74 14	"
Williamstown,	23 20	12 41	1,500 00	365 00	816 75	49 00	-	-	-	-	-	-	-	-	-	-	-	156 53	"
Windsor,	20 55	14 29	500 00	380 00	550 00	33 00	-	-	-	-	-	-	-	-	-	-	-	48 02	"
Totals, .	24 04	13 63	26,762 30	10,230 04	18,500 87	1,113 46	1,296 85	5	235	3,046 27	37	819	14,181 50	2,488 80					

NORFOLK COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1890.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend school.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
											Males.	Females.				Males.
Bellingham,	1,281	\$517,797 87	9	275	304	225	261	25	40	289	9	4	5	24.06	23.13	47.19
Braintree,	2,969	1,054,783 30	13	660	657	485	482	66	17	728	13	6	7	66.11	52.05	118.16
Brookline,	2,516	5,436,854 50	7	372	381	284	286	7	6	393	8	2	8	34	34	68
Canton,	2,398	1,387,372 75	10	564	545	426	413	51	35	635	2	9	8	65.05	37.05	102.10
Cohasset,	1,775	746,872 68	8	404	390	279	267	29	54	349	1	8	7	45	72.05	117.05
Dedham,	4,447	2,999,518 87	19	909	925	669	721	38	81	794	7	14	11	99.01	94.07	193.08
Dorchester,	7,969	6,785,916 46	26	1,609	1,560	1,219	1,276	141	96	1,798	8	27	8	162	162	324
Dorset,	631	295,704 00	4	112	116	85	94	16	11	100	4	2	2	13.11	13	26.11
Dorborough,	1,880	648,072 75	9	424	428	315	331	42	44	404	9	2	8	29	29	58
Franklin,	1,818	648,436 00	10	355	354	270	277	29	46	376	1	10	4	33.10	33.06	66.16
Frankfield,	966	459,846 00	5	152	205	128	107	15	22	200	4	3	2	15	13.07	28.07
Medway,	2,778	867,176 00	12	619	603	486	470	59	102	608	1	11	9	5	44	88.05
Milton,	2,241	1,733,127 00	9	419	459	320	313	33	16	472	4	5	4	46.10	46.10	93
Needham,	1,944	799,789 75	9	334	367	227	283	36	59	378	1	6	3	24	36.05	60.05
Neeney,	5,017	2,085,625 38	17	1,164	1,136	854	847	39	54	1,148	7	11	7	98	98	196
Quincy,	4,741	1,603,428 25	16	1,061	883	739	611	113	66	1,077	1	15	11	73.10	45	118.10
Randolph,	18,364	13,613,731 50	58	2,571	2,609	2,345	2,406	—	172	3,247	10	51	9	52	348	696
Roxbury,	1,128	548,452 25	6	231	261	189	215	27	38	237	—	6	5	23	20.18	43.18
Scituate,	3,494	1,093,296 00	12	771	750	551	547	39	84	806	1	12	7	56	45	101
Stoughton,	1,929	812,984 50	7	372	387	309	344	22	27	372	1	6	3	25.14	25.14	50.28
West Roxbury,	—	—	14	640	620	500	477	10	45	676	2	12	2	77	77	154
West Roxbury,	—	—	14	640	620	500	477	10	45	676	2	12	2	77	77	154

SCHOOL RETURNS—1853-4.

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TOWNS.	Average wages Teachers, per board.	Average wages male Teacher monthly, including value of board.	Amount of money including support of taxes on board and fuel.	Amount of board, viz., voluntary, etc., tributed for Schools.	Am't of School the income of can be applied only for the of Schools.	Income from salaries.	Income of Fund Surplus, however appropriated to that may be appropriated or not.	Number of Incorporated Academies.	Average No. Sec.	Aggregate paid Tuition.	No. of unincorporated Academies.	Average No. Sec.	Aggregate paid Tuition.	Town's share of Fund.	How appropriated.
Bellingham,	\$32 85	\$15 73	\$800 00	\$16 00	\$418 16	\$25 09	\$140 63	1	30	\$200 00	2	40	\$50 00	\$65 43	Schools.
Brantree,	36 88	17 22	2,200 00	400 00	12,000 00	700 00	-	-	-	-	2	44	400 00	163 12	"
Brookline,	70 83	19 54	4,107 73	-	-	-	-	-	-	-	7	95	2,272 00	92 27	"
Canton,	42 12	17 52	2,500 00	99 00	-	-	-	-	-	-	-	-	-	136 51	"
Cohasset,	35 05	14 11	1,800 00	-	1,000 00	62 50	-	-	-	-	-	-	-	87 08	"
Dedham,	51 92	20 20	7,625 00	64 00	1,040 00	62 40	60 00	-	-	-	2	50	395 00	190 64	"
Dorchester,	61 45	20 01	12,235 00	-	825 88	-	-	-	-	-	3	-	-	403 18	"
Dover,	31 00	16 12	600 00	-	-	-	-	-	-	-	-	-	-	23 54	"
Foxborough,	36 52	20 99	1,400 00	-	-	-	-	-	-	-	1	45	140 00	91 32	"
Franklin,	32 51	14 79	1,200 00	18 00	-	-	-	-	-	-	1	45	150 00	85 20	Town Treas.
Medfield,	40 80	20 11	700 00	-	3,760 19	225 61	-	-	-	-	-	-	-	41 19	Schools.
Medway,	43 13	18 00	2,700 00	-	6,000 00	250 00	-	1	-	-	3	35	175 00	129 45	"
Milton,	38 00	21 60	3,000 00	-	1,500 00	90 00	-	-	-	-	6	75	3,600 00	105 68	"
Needham,	38 50	18 56	1,510 00	45 25	-	75 00	-	-	-	-	-	-	-	87 55	"
Quincy,	48 00	17 81	6,600 00	-	-	-	-	-	-	-	-	-	-	261 03	"
Randolph,	36 81	20 05	3,000 00	-	10,600 00	589 13	-	-	-	-	4	56	509 00	-	Schools.
Roxbury,	70 00	22 90	26,891 51	-	57,289 46	2,949 50	-	-	-	-	10	200	4,000 00	740 24	Not returned.
Sharon,	36 20	16 71	1,000 00	-	2,710 00	162 00	120 00	-	-	-	-	-	-	175 82	Schools.
Stoughton,	40 34	19 19	3,000 00	-	-	-	-	-	-	-	2	40	500 00	83 33	"
Walpole,	40 00	20 00	2,000 00	350 00	-	-	-	-	-	-	-	-	-	153 00	"
West Roxbury,	89 77	22 12	7,800 00	-	41,000 00	2,700 00	-	1	-	-	5	137	8,944 00	260 32	"
Weymouth,	45 44	18 45	5,200 00	-	4,200 00	420 00	-	-	-	-	2	32	270 00	167 12	"
Wrentham,	31 24	17 19	2,250 00	20 00	2,001 70	120 10	341 80	1	41	750 00	3	40	150 00	-	"
Totals,	44 75	18 65	100,119 24	1012 25	144,345 39	8,431 33	662 13	4	71	950 00	53	934	21,555 00	3,595 96	

BRISTOL COUNTY.

TOWNS.	Population—U. States Census, 1860.	Valuation—1860.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Attleborough, .	4,200	\$1,038,000 00	25	662	736	522	583	39	95	921	2	23	19	4	110.15	80	190.15
Berkley, .	908	261,405 00	7	171	240	133	182	31	47	205	—	5	6	1	15	20.11	35.11
Dartmouth, .	3,868	2,279,942 00	26	762	841	508	581	66	90	875	2	24	11	16	109	101	210
Dighton, .	1,641	517,487 00	11	302	383	228	303	31	47	353	—	9	8	3	28.05	31.11	59.16
Easton, .	2,337	707,887 00	11	508	581	396	446	43	66	517	—	11	7	4	31.16	33	64.16
Fairhaven, .	4,304	3,248,990 00	24	1,044	1,047	828	840	82	119	1,060	2	26	13	14	128.15	107.05	236
Fall River, .	11,524	6,091,250 00	27	2,443	2,334	1,514	1,552	233	213	2,761	6	40	11	34	134.10	133.10	268
Free-town, .	1,615	565,096 00	12	176	400	116	295	23	66	386	—	5	5	7	17.15	41.15	59.10
Free-town, .	1,789	378,902 00	9	300	412	230	306	22	44	421	—	7	5	4	19	22	41
Marblehead, .	16,443	14,489,266 00	36	3,391	3,856	2,499	2,701	216	655	3,423	9	66	10	69	187	201	388
New Bedford, .	1,966	714,021 00	9	357	412	257	319	27	57	382	—	9	4	6	24.06	27.13	51.19
Norfolk, .	3,753	916,587 00	10	743	742	428	428	123	33	870	1	13	1	13	41	41	82
Pawtucket, .	1,541	514,908 00	7	300	380	240	292	36	70	323	—	7	6	1	22.15	21	43.15
Roxbury, .	2,104	689,206 00	15	357	470	278	359	36	71	417	—	13	8	7	37	43	80.10
Belmont, .	2,243	695,324 00	14	367	453	275	341	42	45	469	—	13	8	6	47.18	49.04	97.02
Belmont, .	1,166	463,495 00	5	105	293	69	197	28	35	292	—	4	3	4	14.15	26.02	40.17
Belmont, .	1,554	544,232 00	10	74	317	50	242	11	46	274	—	3	5	5	9.10	26.10	38
Stoughton, .	10,441	3,701,472 00	40	2,204	2,347	1,629	1,643	237	258	2,666	5	44	23	27	177	135.07	312.07
Westport, .	2,795	1,451,080 00	20	573	674	381	468	65	82	602	2	17	17	3	75.19	70	145.19
Totals, .	76,119	30,243,560 00	318	14,830	16,818	10,581	12,078	1,451	2,132	17,167	59	339	170	228	3.17	3.16	7.13

TOWNS.	Average wages of Male Teachers, per month including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Attleborough,	\$23 00	\$18 14	\$4,404 50	\$150 00	\$11,900 00	\$714 00	-	-	-	-	1	50	\$1,500 00	\$218 66	Schools.
Berkley,	25 00	16 60	600 00	132 00	-	-	-	-	-	-	3	54	90 00	49 66	"
Dartmouth,	24 71	14 84	3,000 00	650 00	-	-	-	-	-	-	1	125	800 00	213 01	"
Dighton,	29 46	16 83	1,075 00	50 00	-	-	\$100 00	-	-	-	4	53	125 00	89 67	"
Easton,	33 38	19 00	1,500 00	80 00	-	-	-	-	-	-	3	60	1,000 00	124 99	"
Fairhaven,	41 05	17 56	6,000 00	-	-	-	-	-	-	-	2	150	900 00	258 44	"
Fall River,	58 73	18 79	12,000 00	-	-	-	-	-	-	-	6	40	100 00	625 61	"
Freetown,	27 57	16 19	1,000 00	24 75	-	60 00	-	-	-	-	2	40	100 00	92 51	"
Mansfield,	32 95	18 91	1,105 12	100 00	1,000 00	700 00	-	-	-	-	23	523	7,333 00	90 85	"
New Bedford,	66 38	20 41	29,054 50	-	12,000 00	-	-	-	1	70	2,200 00	729 41	-	100 04	"
Norton,	32 37	17 18	1,200 00	-	-	-	-	-	1	125	4,700 00	100 04	-	216 30	"
Pawtucket,	50 00	17 00	2,800 00	-	-	-	-	-	-	-	3	54	482 00	74 85	"
Raynham,	33 17	16 25	1,000 00	-	-	-	-	-	-	-	3	66	130 00	98 86	"
Rehoboth,	26 18	15 35	1,000 00	264 25	372 50	22 35	139 35	-	-	-	2	24	100 00	116 50	"
Seekonk,	23 78	13 78	1,200 00	257 76	-	-	242 00	-	-	-	2	47	641 00	60 26	"
Somerset,	33 65	11 88	1,000 00	-	-	-	-	-	-	-	7	144	200 00	54 60	"
Swansey,	25 22	16 21	600 00	264 00	-	-	-	-	-	-	5	125	156 00	587 24	"
Taunton,	39 70	20 00	9,800 00	-	14,000 00	-	-	-	1	100	2,000 00	5	226	2,005 00	"
Westport,	29 50	16 47	2,000 00	640 00	-	-	248 18	-	1	72	100 00	3	72	158 88	"
Totals,	35 04	16 93	80,339 30	2612 76	33,272 50	1,496 35	729 53	3	295	8,900 00	73	1813	15,662 00	3,960 34	

BOARD OF EDUCATION.

PLYMOUTH COUNTY.

TOWNS.	Population—U. States (Census, 1880.	Valuation—1880.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.		No. over 15 years of age who attend School.		No. of persons between 5 and 15 years of age in the town.		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.			
																			Summer.	Winter.	Summer.
Abington,	5,269	\$1,466,878 00	22	1,300	1,266	908	852	77	151	1,148	5	16	5	17	97.02	104.03	201.05				
Bridgewater,	2,790	1,222,351 00	15	583	565	424	439	66	31	568	—	14	6	9	57.12	47	104.12				
Carver,	1,186	347,995 00	8	218	271	155	204	18	66	291	—	7	7	—	25.05	19.15	45				
Duxbury,	2,679	1,076,363 00	13	443	505	325	351	36	37	526	1	13	8	5	60.05	48.10	108.15				
E. Bridgewater,	2,545	814,600 00	10	560	506	403	380	71	67	582	—	12	7	4	37.01	27.12	64.13				
Halifax,	784	255,884 00	10	150	186	105	137	16	38	166	—	5	5	—	14.09	15.06	29.15				
Hanson,	1,592	550,089 00	8	251	278	174	205	31	22	325	—	7	5	5	36.10	24.10	61				
Hingham,	1,217	376,786 00	9	236	235	173	179	37	17	222	—	9	2	6	32.12	25.18	58.10				
Hull,	3,960	1,570,886 00	12	594	661	426	462	63	22	800	4	8	5	7	76	76	152				
Hullington,	253	117,823 00	1	45	48	30	37	7	6	62	—	1	1	—	5	3.10	8.10				
Kingville,*	1,591	853,645 00	8	282	330	202	253	29	57	292	—	8	6	2	32	32	64				
Lakeville,	—	—	12	266	238	177	177	30	39	233	—	12	4	5	42.04	22.18	64.02				
Marion,t	—	—	5	—	221	—	—	7	51	199	—	—	—	—	—	16.01	16.01				
Mattabesett,	1,837	643,191 00	9	297	380	222	278	10	50	364	—	8	5	4	33.05	33	66.05				
Middleborough,	5,336	1,603,928 00	24	787	855	617	685	124	134	824	—	28	18	8	103.02	80.04	183.06				
N. Bridgewater,	3,939	1,043,150 00	17	870	964	677	739	49	98	1,043	2	16	12	7	51.15	49.08	101.03				
N. Brook,	1,388	440,917 00	8	273	292	194	228	15	38	310	—	8	6	2	31.16	24.04	56				
Plymouth,	6,024	2,473,123 00	34	1,236	1,197	970	965	49	119	1,314	3	31	6	29	184.15	114.15	298.10				
Plympton,	937	380,563 00	6	161	187	140	150	7	10	222	—	6	3	3	22	18	40				
Raynham,	3,908	1,181,020 00	19	394	622	301	485	36	112	674	—	14	6	14	42.05	60.05	102.10				
Raynham,	2,149	604,155 00	11	468	536	343	405	69	63	484	—	12	5	7	47	36.06	83.06				

SCHOOL RETURNS—1853-4.

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South Scituate,	1,770	747,414 00	9	330	330	242	252	23	30	302	-	9	1	8	51	34.05	85.05
Wareham, .	3,186	901,603 00	13	605	620	461	473	50	40	752	1	12	9	4	53.10	45.11	99.01
W. Bridgewater,	1,447	516,955 00	8	287	243	213	174	31	51	322	-	7	4	3	29.05	21.10	50.15
Totals,	55,697	19,200,668 00	291	10,636	11,552	7,892	8,685	959	1,349	12,085	16	263	140	150	4	3.07	7.07

* Population and Valuation included in Middleborough.

† Population and Valuation included in Rochester.

BOARD OF EDUCATION.

PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the board and fuel.	Amount of board, fuel, &c., voluntarily contributed for public schools.	Am't of School Funds, which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. Scholars.	Aggregate paid for Tuition.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Abington.	\$13 33	\$18 54	\$5,000 00	-	\$300 00	\$18 00	-	1	34	\$258 35	2	43	\$1,100 00	-	\$249 72	Schools.
Bridgewater.	29 08	19 12	2,000 00	\$108 00	1,000 00	70 00	-	1	91	120 00	4	72	137 00	-	130 63	"
Carver.	28 80	12 01	600 00	270 00	1,000 00	70 00	-	1	28	437 76	4	15	120 00	-	62 60	"
Duxbury.	32 75	16 38	2,100 00	-	18,500 00	1,110 00	\$416 15	1	45	650 00	1	15	450 00	-	122 15	"
Edgewise.	38 96	20 42	1,500 00	58 00	-	-	-	1	74	1,375 00	2	48	512 80	-	129 22	"
Halifax.	28 87	13 48	600 00	97 00	-	-	-	1	14	800 00	1	14	800 00	-	40 72	"
Haver.	32 20	15 15	1,200 00	75 00	-	-	-	1	1	1	1	1	1	-	83 79	"
Hanson.	24 50	14 47	900 00	50 00	4,731 85	236 59	-	1	1	1	1	1	1	-	56 71	"
Hingham.	38 00	18 00	3,829 69	-	-	-	-	1	1	1	1	1	1	-	187 12	Town Treas.
Hull.	30 00	12 00	268 00	-	-	-	-	1	1	1	1	1	1	-	13 42	Schools.
Hugston.	38 33	17 10	1,633 00	-	-	-	-	1	1	1	1	1	1	-	67 31	"
Kingston.	27 71	13 62	1,000 00	76 00	-	-	-	1	1	1	1	1	1	-	70 95	"
Larion.	34 07	24 00	600 00	-	-	-	-	1	1	1	1	1	1	-	49 90	"
Marshfield.	31 44	15 30	1,400 00	15 00	-	-	-	1	1	1	1	1	1	-	631 00	"
Middleborough.	30 88	17 73	3,000 00	577 00	-	-	-	1	1	1	1	1	1	-	49 90	"
N. Bridgewater.	38 67	17 45	3,000 00	148 88	295 60	17 73	152 00	1	1	1	1	1	1	-	90 62	"
Pembroke.	30 03	17 77	1,000 00	-	-	-	-	1	1	1	1	1	1	-	195 96	"
Plymouth.	46 24	17 84	7,760 00	-	-	-	-	1	1	1	1	1	1	-	230 42	Town Treas.
Rye.	29 00	16 25	600 00	160 00	-	-	-	1	1	1	1	1	1	-	66 13	"
Weymouth.	33 20	17 20	2,000 00	186 00	1,000 00	-	-	1	1	1	1	1	1	-	315 63	Schools.
Worcester.	33 64	13 33	1,500 00	-	-	-	-	1	1	1	1	1	1	-	49 21	"
														-	178 17	"
														-	108 75	"

W. Bridgewater,	33 00	18 73	1,700 00	-	-	-	-	-	-	1	20	16 00	86 15	Schools.
	31 21	17 53	2,400 00	30 00	-	-	-	-	-	1	20	800 00	169 01	"
	39 17	16 71	1,200 00	38 00	-	-	-	-	-	-	-	-	72 50	"
Totals,	33 63	16 70	46,790 09	1888 88	25,827 45	1,452 32	568 15	7 272	2,841 11	34	870	7,751 80	2,826 79	

BOARD OF EDUCATION.

BARNSTABLE COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1890.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Barnstable,	5,004	\$1,522,871 00	27	605	1,029	493	947	37	145	1,153	3	14	9	15	58.14	90.15	149.09
Brewster,	1,525	334,827 45	6	255	257	165	178	25	24	319	—	6	5	1	32.06	20	52.06
Chatham,	2,439	484,718 25	13	401	443	263	333	36	72	534	—	12	7	4	63.15	32	95.15
Dennis, .	3,257	798,934 14	17	730	783	516	603	63	94	835	—	16	9	7	105	53.15	158.15
Eastham, .	845	185,714 50	5	155	220	103	176	4	59	168	—	5	3	2	18.11	15.05	33.16
Palmyra,	2,621	954,466 75	19	482	557	369	444	31	54	560	—	18	11	7	71.10	55.16	127.06
Harwich, .	3,258	524,699 75	18	860	981	570	670	88	148	963	—	19	16	3	88	51	139
Orleans, .	1,848	325,576 30	10	410	544	289	397	45	92	463	—	10	5	5	31	30.11	61.11
Provincetown, .	3,157	1,043,135 00	8	594	724	475	619	54	85	675	4	8	5	12	39	39	78
Sandwich,	4,368	1,314,391 15	24	601	1,000	437	785	30	141	1,197	—	17	12	16	67.15	82.12	150.07
Santo,	2,051	367,199 50	7	383	568	260	391	14	78	525	—	7	7	5	28	36	64
Taunton,	2,411	294,228 00	13	442	584	372	458	33	171	542	—	11	8	5	58.07	33	91.07
Warefleet,	2,595	746,587 95	15	470	532	361	407	54	81	516	—	15	12	2	62.07	49.01	111.08
Waremouth,																	
Totals,	35,276	8,897,349 74	182	6,393	8,222	4,673	6,408	514	1,244	8,450	7	158	109	84	4	3.04	7.04

* Including Marshpee District.

SCHOOL RETURNS—1853-4.

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TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Barnstable,	\$43 71	\$17 88	\$3,000 00	\$500 00	-	-	\$1,098 90	1	1	-	11	290	\$1,354 00	\$280 80	Schools.
Brewster,	34 80	14 63	1,000 00	25 00	-	-	-	-	1	-	1	30	500 00	68 03	"
Chatham,	31 27	12 71	1,000 00	686 98	-	-	-	-	3	-	3	71	1,000 00	120 28	"
Dennis,	29 53	12 29	1,500 00	1237 40	-	-	-	-	3	-	3	115	704 00	201 24	"
Eastham,	31 33	16 66	580 00	40 00	-	-	50 00	-	-	-	-	-	-	43 31	"
Falmouth,	31 18	14 38	1,800 00	244 00	\$15,323 00	-	321 81	1	37	\$782 00	1	15	80 00	140 28	"
Harwich,	32 17	14 21	1,500 00	1327 16	400 00	\$24 00	-	1	40	700 00	-	-	-	217 24	"
Orleans,	28 40	15 00	1,100 00	227 00	-	-	-	-	1	-	1	40	902 00	103 56	"
Provincetown,	44 20	13 24	3,520 00	-	-	-	-	-	2	-	2	45	200 00	137 22	"
Sandwich,	38 39	15 43	3,000 00	158 00	3,000 00	-	374 95	1	-	-	7	85	1,035 50	276 09	"
Truro,	34 71	14 18	1,300 00	-	-	-	-	1	-	-	-	-	-	122 62	"
Wellfleet,	38 54	14 85	1,500 00	333 90	-	-	90 00	-	-	-	-	-	-	127 81	"
Yarmouth,	32 25	13 73	2,500 00	200 00	-	-	-	1	30	350 00	3	90	800 00	130 63	"
Totals,	34 65	14 55	23,300 00	4979 44	18,723 00	24 00	1,935 66	5	107	1,832 00	32	781	6,575 50	1,969 11	

DUKES COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.		No. over 15 years of age who attend school.		No. of persons between 5 and 15 years of age in the town.		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
															SUMMER.		WINTER.					
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Females.	Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.			
Chilmark,	747	\$471,365 00	3	124	—	96	4	30	150	—	—	3	—	—	—	—	11.08	11.08	—	—		
Edgartown,	1,990	670,834 00	9	390	304	304	3	23	412	2	8	5	7	20	32.15	32.15	52.15	52.15	—	—		
Tisbury, .	1,803	555,806 00	9	413	—	325	21	49	398	—	—	3	8	—	45	45	45	45	—	—		
Totals,	4,540	1,698,005 00	21	927	304	725	28	102	960	2	8	11	15	—	—	—	4.05	4.05	—	5.04		

NANTUCKET COUNTY.

Town.	Popu- lation—U. States Census, 1850.	Valuation—1850.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend school.		No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
			In Sum'r.	In Winter.	In Sum'r.	In Winter.					Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Nantucket,	8,452	\$4,595,362 00	15	1,839	1,839	1,086	—	209	1,602	7	31	5	29	—	82	84	166
															5.09	5.12	11.01

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of schools, including wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Chilmark,	\$33 42	-	\$400 00	-	-	-	-	-	-	-	-	-	-	\$33 89	Schools.
Edgartown,	36 75	\$15 00	1,500 00	\$62 00	-	-	-	-	204	\$1,029 00	8	204	\$1,029 00	91 79	"
Tisbury, -	36 67	16 55	1,200 00	-	\$6,000 00	\$360 00	-	1	75	\$400 00	6	100	250 00	94 62	"
Totals,	35 61	10 52	3,100 00	62 00	6,000 00	360 00	-	1	75	400 00	14	304	1,279 00	220 30	

NANTUCKET COUNTY—CONTINUED.

Nantucket,	\$60 00	\$17 34	\$0,850 00	-	-	-	-	-	-	-	10	252	\$2,605 00	\$401 07	Schools.
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BOARD OF EDUCATION.

RECAPITULATION.

COUNTIES.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the county.	No. of Teachers, including Sum- mer and Winter terms.		Average length of the Schools.		Average wages of Male Teachers, per month, including the value of board.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Mos.	Days.	
Suffolk, . .	144,517	\$217,587,172 00	239	23,589	23,953	20,154	19,823	1,882	676	25,874	122	749	10.04		\$65 77
Essex, . .	131,300	56,556,466 89	427	24,103	24,658	18,697	19,351	1,694	2,212	27,879	247	740	9.02		40 98
Middlesex, .	161,383	83,264,719 50	595	33,698	33,442	24,697	25,597	3,227	3,615	32,429	332	1,064	8.12		44 08
Worcester, .	130,789	55,497,794 00	664	24,510	28,226	18,373	21,898	2,548	4,308	27,500	347	1,023	6.06		32 18
Hampshire, .	35,732	13,331,240 00	248	6,372	6,290	4,920	5,879	547	998	7,321	117	364	6.02		26 33
Hamden, . .	51,283	22,621,220 77	273	9,117	10,220	6,542	7,611	633	1,072	10,230	118	459	7.12		27 39
Franklin, . .	30,870	11,211,309 00	268	6,224	7,469	4,706	5,944	599	1,124	7,087	102	418	5.14		23 64
Berkshire, .	49,591	17,197,607 00	299	9,191	9,998	6,262	6,779	932	1,176	11,102	148	434	7.06		24 04
Berkfolk, . .	78,892	47,034,521 56	323	15,780	15,833	12,349	12,483	1,079	1,385	16,939	185	507	9.10		44 75
Norfolk, . .	76,192	39,243,560 00	318	14,839	16,818	10,581	12,078	1,451	2,139	17,167	199	567	7.13		35 04
Bristol, . .	55,697	19,200,668 00	291	10,636	11,552	7,882	8,685	959	1,349	12,085	156	413	7.07		33 63
Plymouth, .	35,276	8,897,319 74	182	6,393	8,222	4,673	6,408	514	1,244	8,450	116	242	7.04		34 65
Nantucket, .	4,540	1,698,005 00	21	337	927	304	725	28	102	960	13	23	5.04		35 61
Dukes, . .	8,452	4,595,362 00	15	1,830	1,839	1,086	1,086	-	209	1,602	12	60	11.01		60 00
Totals, . .	994,514	\$597,936,995 46	4,163	186,638	199,447	141,226	154,277	16,093	21,609	206,625	2,214	7,063	7.16		\$37 76

COUNTIES.	Average wages of male Teachers month, including value of board.	Amount of money ed by taxes for support of Sch including wages of Teachers and fuel.	Amount of board, dec, voluntarily tributed for Schools.	Am't of School F the income of can be appropr for the su of schools.	Income from same.	Income of Funds, Surplus Revenue appropriated to Sch that may be so n, priated or not.	Number of incorp ed Academies.	Average No. Sch.	Aggregate paid Tuition.	No. of unincorp ed Academies and rate schools.	Average No. Sch.	Aggregate paid Tuition.	Town's share of S
Suffolk, .	\$22 46	\$213,626 55	\$117 00	\$63,000 00	\$300 00	\$1,618 35	7	616	\$10,900 00	47	2,520	\$97,550 00	\$6,127 15
Essex, .	15 41	124,767 25	\$117 00	199,891 50	11,381 73	92 63	11	714	13,783 47	118	3,094	29,804 00	6,683 10
Middlesex, .	17 43	196,472 44	868 79	67,909 73	1,673 59	932 10	8	356	8,012 00	77	1,523	24,148 00	6,686 39
Worcester, .	16 01	102,315 53	1,179 15	28,489 88	1,478 59	492 56	5	565	21,483 00	103	2,655	14,045 92	6,351 80
Hampshire, .	14 50	25,700 00	4,087 19	21,362 54	923 50	2,067 49	3	468	8,651 05	32	621	4,997 00	1,632 48
Hampden, .	14 12	39,628 87	5,930 04	35,825 23	2,089 51	303 00	7	368	3,924 00	23	602	2,037 00	2,328 28
Franklin, .	14 07	20,786 00	5,093 76	23,054 49	1,383 27	303 00	3	368	3,924 00	21	534	2,099 00	1,576 51
Berkshire, .	13 63	26,676 39	10,230 04	18,560 87	1,113 46	1,296 85	5	235	3,646 27	37	819	14,181 50	2,488 80
Norfolk, .	18 65	100,119 24	1,012 25	144,345 39	8,431 83	662 13	4	71	950 00	53	934	21,555 00	3,595 98
Bristol, .	16 93	80,339 30	2,612 76	39,272 50	1,496 35	729 53	3	295	8,900 00	73	1,813	15,662 00	3,960 34
Plymouth, .	16 70	46,790 69	1,888 88	25,827 45	1,452 32	568 15	7	272	2,841 11	34	870	7,751 80	2,826 79
Barnstable, .	14 55	23,300 00	4,979 44	18,723 00	24 00	1,935 66	5	107	1,832 00	32	781	6,575 50	1,969 11
Dukes, .	10 52	3,100 00	62 00	6,000 00	360 00	-	1	75	400 00	14	304	1,279 00	220 30
Nantucket, .	17 34	9,850 00	-	-	-	-	-	-	-	10	252	2,605 00	401 07
Totals,	\$15 88	\$1,013,472 26	\$38,061 30	\$635,262 58	\$32,107 85	\$10,638 45	66	4,142	\$85,322 90	674	17,322	\$244,290 72	\$46,908 10

BOARD OF EDUCATION.

GRADUATED TABLES.—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds, as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished, is determined by the mere estimate of individuals and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

It will be seen that some counties are liberal in voluntary contributions for the support of their schools. These contributions, to a great extent, especially in the western counties, are of board and fuel. If their precise value was ascertained, and returned like the means furnished by taxation, and if their amount was included in the sum divided by the number of children between 5 and 15, many towns in those counties would hold a high rank in the scale.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1853-4; also, its rank in a similar scale for 1852-3. It presents the sum appropriated to each child between 5 and 15. Nahant, a newly incorporated town, stands highest upon the list the present year, and West Roxbury, which was No. 3 last year, is No. 2 this year.

GRADUATED TABLES—FIRST SERIES.

*Table, showing the Comparative Amount of Money appropriated by the different Towns in the State, for the Education of each Child in the Town between the ages of 5 and 15 years.**

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
†	1	NAHANT,	\$17 07.3	\$700 00	-	-	41	-
3	2	West Roxbury,	11 53.8	7,800 00	-	-	676	-
1	3	Brookline,	10 45.2	4,107 73	-	-	393	-
5	4	Dedham,	9 67.9	7,625 00	\$60 00	\$7685 00	794	\$64 00
2	5	Winchester,	9 32.8	2,500 00	-	-	268	25 00
14	6	New Bedford,	8 48.8	29,054 59	-	-	3,423	-
7	7	Boston,	8 40.1	203,326 55	-	-	24204	-
8	8	Roxbury,	8 28.2	26,891 51	-	-	3,247	-
11	9	Brighton,	8 21.1	3,000 00	-	-	475	-
4	10	Somerville,	8 14.6	7,185 00	-	-	882	-
6	11	Concord,	8 01.7	2,750 00	-	-	343	-
9	12	Winthrop,	7 69.2	400 00	-	-	52	-
16	13	Cambridge,	7 66.6	25,627 47	-	-	3,343	-
10	14	Lowell,	7 64.1	45,000 00	-	-	5,889	-
18	15	W. Cambridge,	7 24.6	2,500 00	-	-	345	50 00
15	16	Charlestown,	7 20.7	24,900 00	-	-	3,455	-
42	17	North Chelsea,	7 20	900 00	-	-	125	-
31	18	Newton,	6 89.7	7,000 00	-	-	1,015	50 00
17	19	Dorchester,	6 80.5	12,235 00	-	-	1,798	-
34	20	Lincoln,	6 66.7	800 00	-	-	120	220 80
20	21	Waltham,	6 52.4	5,800 00	-	-	889	-
19	22	Lexington,	6 49.4	2,500 00	-	-	385	-
27	23	Lynn,	6 45.9	18,500 00	-	-	2,864	-
33	24	Littleton,	6 40.2	1,050 00	-	-	164	-
12	25	Milton,	6 35.6	3,000 00	-	-	472	-
24	26	Watertown,	6 29.1	3,800 00	-	-	604	-
28	27	Nantucket,	6 14.9	9,850 00	-	-	1,602	-
30	28	Worcester,	6 03.9	20,000 00	-	-	3,312	-
29	29	Chelsea,	6 02.8	9,000 00	-	-	1,493	-
39	30	Boxborough,	6 02.4	500 00	-	-	83	18 00
26	31	Dover,	6 00	600 00	-	-	100	-
37	32	Malden,	5 92.1	4,300 00	-	-	726	-
41	33	Plymouth,	5 90.6	7,760 00	-	-	1,314	-

* Compare the rank of towns in this Table with their rank in the Second Series of Tables showing the percentage of taxable property appropriated for Schools.

† Newly incorporated.

BOARD OF EDUCATION.

For 1893-4.	For 1892-3.	TOWNS.	Sum appropriated by town for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
13	34	Lawrence,	\$5 88.6	\$11,000 00	-	-	1,869	-
45	35	Chicopee,	5 87.5	7,553 87	600 00	\$8153 87	1,388	-
40	36	Quincy,	5 74.9	6,600 00	-	-	1,148	-
22	37	Springfield,	5 71.4	12,000 00	874 82	12874 82	2,253	-
90	38	Danvers,	5 70.4	9,702 00	600 00	10302 00	1,806	-
23	39	Fairhaven,	5 66	6,000 00	-	-	1,060	-
21	40	Swampscott,	5 64.5	1,400 00	-	-	248	-
35	41	Longmeadow,	5 62.2	1,400 00	-	-	249	-
32	42	Kingston,	5 59.2	1,633 00	-	-	292	-
61	43	Natick,	5 58.4	3,300 00	-	-	591	-
53	44	Framingham,	5 56.3	4,300 00	-	-	773	-
25	45	Medford,	5 51.1	4,800 00	-	-	871	-
104	46	Melrose,	5 46.3	1,813 64	-	-	332	-
57	47	Hardwick,	5 45.4	1,500 00	-	-	275	-
62	48	Walpole,	5 37.6	2,000 00	-	-	372	\$350 00
43	49	Provincetown,	5 21.5	3,520 00	-	-	675	-
50	50	Cohasset,	5 15.8	1,800 00	-	-	349	-
48	51	Hatfield,	5 10.2	1,000 00	-	-	196	-
49	52	Weston,	5 09.3	1,100 00	-	-	216	-
38	53	South Reading,	5 08.1	2,500 00	-	-	492	-
47	54	Bedford,	5 06.4	900 00	92 63	992 63	196	-
135	55	Hadley,	4 98.8	2,100 00	-	-	421	53 00
64	56	Holyoke,	4 92.5	3,200 00	-	-	650	500 00
128	57	Yarmouth,	4 84.5	2,500 00	-	-	516	200 00
87	58	Reading,	4 81.9	2,000 00	-	-	415	-
72	59	Hingham,	4 78.7	3,829 69	-	-	800	-
59	60	Duxbury,	4 78.4	2,100 00	416 15	2,516 15	526	-
36	61	Attleborough,	4 78.2	4,404 59	-	-	921	150 00
77	62	Sherborn,	4 76.7	1,025 00	-	-	215	-
55	63	Carlisle,	4 76.2	600 00	-	-	126	-
46	64	Bolton,	4 74.3	1,200 00	-	-	253	-
58	65	Salem,	4 73.3	20,057 00	200 00	20257 00	4,280	-
84	66	Sharon,	4 72.6	1,000 00	120 00	1,120 00	237	-
123	67	Lunenburg,	4 70.6	1,200 00	-	-	255	-
56	68	South Scituate,	4 69.6	1,700 00	-	-	362	-
70	69	Fitchburg,	4 67.2	4,700 00	-	-	1,006	-
145	70	Saugus,	4 65.8	1,500 00	-	-	322	-
108	71	Harvard,	4 62.3	1,300 00	36 00	1,336 00	269	-
73	72	Chelmsford,	4 58.7	2,000 00	-	-	436	120 00
124	73	Weymouth,	4 57.3	5,200 00	-	-	1,137	-
51	74	N. Braintree,	4 57.1	800 00	-	-	175	9 00
65	75	Lancaster,	4 54.5	1,600 00	-	-	352	-
103	76	Barre,	4 54.5	2,600 00	-	-	572	-
169	77	Dracut,	4 53.1	1,400 00	-	-	309	42 00
63	78	Woburn,	4 51.8	4,174 33	-	-	924	52 66
69	79	Boxford,	4 51	900 00	51 72	951 72	211	-
76	80	Gloucester,	4 45	7,800 00	-	-	1,753	-
120	81	Newburyport,	4 44.8	10,000 00	-	-	2,248	-

SCHOOL RETURNS—1853-4.

liii

TOWNS.	Sum appropriated for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
Newbury,	\$4 44.4	\$1,200 00	-	-	270	-
Medway,	4 44.1	2,700 00	-	-	608	-
Northampton,	4 42.9	5,000 00	-	-	1,129	\$50 00
Athol,	4 39	1,800 00	-	-	410	-
Granby,	4 38	850 00	-	-	194	20 00
Billerica,	4 36	1,500 00	-	-	344	-
South Hadley,	4 35.9	1,700 00	-	-	390	84 00
Abington,	4 35.5	5,000 00	-	-	1,148	-
Tewksbury,	4 34.8	1,000 00	-	-	230	28 00
Fall River,	4 34.6	12,000 00	-	-	2,761	-
Haverhill,	4 33.5	5,500 00	\$521 17	\$6021 17	1,389	65 00
Essex,	4 33.3	1,300 00	-	-	300	-
Hull,	4 32.2	268 00	-	-	62	-
Brimfield,	4 29.7	1,100 00	-	-	256	58 00
Lakeville,	4 29.2	1,000 00	-	-	233	76 00
Manchester,	4 29	1,600 00	-	-	373	-
Shirley,	4 28.6	1,200 00	-	-	280	-
Greenfield,	4 26.3	2,400 00	-	-	563	-
North Reading,	4 18.6	900 00	-	-	215	-
Clinton,	4 17.4	2,316 53	-	-	555	-
Dunstable,	4 16.7	450 00	-	-	108	60 00
Beverly,	4 12.8	4,500 00	-	-	1,090	-
Brookfield,	4 07.3	1,300 00	76 74	1,376 74	338	-
Hanson,	4 05.4	900 00	-	-	222	50 00
Methuen,	4 05.4	1,800 00	-	-	444	-
Wayland,	4 03.6	900 00	-	-	223	-
Grafton,	4 01.6	3,000 00	-	-	747	28 50
Georgetown,	4 00.4	1,200 00	245 46	1,445 46	361	-
Millbury,	4 00	2,200 00	-	-	550	-
Needham,	3 99.5	1,510 00	-	-	378	45 25
Amherst,	3 99.4	2,500 00	-	-	626	-
Erving,	3 99	350 00	53 00	403 00	101	-
Ware,	3 96.5	2,700 00	-	-	681	-
Middlefield,	3 96	500 00	90 00	590 00	149	472 00
Sunderland,	3 94.1	800 00	-	-	203	140 00
Canton,	3 93.7	2,500 00	-	-	635	99 00
Paxton,	3 93.1	600 00	39 08	639 08	160	-
Stowe,	3 90.1	1,100 00	-	-	282	-
Ashland,	3 89.7	1,130 00	-	-	290	-
Hamilton,	3 84.6	600 00	-	-	156	-
Sterling,	3 84.6	1,500 00	-	-	390	24 00
Royalston,	3 83.4	1,200 00	-	-	313	36 03
Leominster,	3 83.3	2,227 00	-	-	581	52 00
Marshfield,	3 81.9	1,400 00	-	-	364	15 00
Falmouth,	3 78.9	1,800 00	321 81	2,121 81	560	244 00
Northborough,	3 78.8	1,000 00	-	-	264	-
Holliston,	3 78	2,200 00	-	-	582	-
Westford,	3 75	1,200 00	-	-	320	-

* Newly incorporated.

BOARD OF EDUCATION.

For 1832-3.	For 1833-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
140 130		Deerfield,	\$3 75	\$1,897 50	-	-	506	\$406 00
209 131		Eastham,	3 75	580 00	\$50 00	\$630 00	168	40 00
207 132		Sandisfield,	3 74.7	900 00	201 75	1,101 75	294	649 00
91 133		Milford,	3 74.1	4,500 00	-	-	1,203	40 00
159 134		Westport,	3 73.6	2,000 00	248 18	2,248 18	602	640 00
101 135		W. Bridgewater,	3 72.7	1,200 00	-	-	322	38 00
167 136		Stoughton,	3 72.2	3,000 00	-	-	806	-
83 137		Pembroke,	3 71.6	1,000 00	152 00	1,152 00	310	-
96 138		Hopkinton,	3 71.5	2,500 00	-	-	673	100 00
121 139		Petersham,	3 71.5	1,200 00	-	-	323	-
168 140		Warren,	3 71.5	1,200 00	-	-	323	64 00
152 141		Marblehead,	3 70.6	6,000 00	-	-	1,619	-
177 142		Wenham,	3 70.4	800 00	-	-	216	-
82 143		Shrewsbury,	3 70.4	1,000 00	-	-	270	10 00
89 144		Plainfield,	3 70.4	600 00	-	-	162	181 00
107 145		Hanover,	3 69.2	1,200 00	-	-	325	75 00
52 146		Taunton,	3 67.6	9,800 00	-	-	2,666	-
136 147		Middleborough,	3 64.1	3,000 00	-	-	824	577 00
105 148		Edgartown,	3 64.1	1,500 00	-	-	412	62 00
155 149		Princeton,	3 62.3	1,000 00	-	-	276	84 00
119 150		Wrentham,	3 62.3	2,250 00	341 80	2,591 80	715	20 00
79 151		Tyngsborough,	3 62	742 00	-	-	205	-
144 152		Halifax,	3 61.4	600 00	-	-	166	97 00
129 153		Pittsfield,	3 61	5,000 00	-	-	1,385	150 00
162 154		Warwick,	3 56.9	724 50	-	-	203	-
115 155		Amesbury,	3 55.9	2,000 00	-	-	562	-
165 156		Barnstable,	3 55.5	3,000 00	1098 90	4,098 90	1,153	500 00
127 157		Bridgewater,	3 52.1	2,000 00	-	-	568	108 00
183 158		Westhampton,	3 51.6	450 00	-	-	128	245 00
197 159		Monterey,	3 51.4	400 00	67 40	467 40	133	-
150 160		Phillipston,	3 50.9	600 00	-	-	171	-
151 161		Medfield,	3 50	700 00	-	-	200	-
171 162		Greenwich,	3 48.8	600 00	-	-	172	40 50
99 163		Rowley,	3 48.3	700 00	-	-	201	-
95 164		Douglas,	3 48.3	1,200 00	144 28	1,344 28	386	34 00
88 165		Buckland,	3 47.7	1,077 75	-	-	310	81 00
126 166		Foxborough,	3 46.5	1,400 00	-	-	404	-
198 167		Charlton,	3 45.7	1,400 00	-	-	405	24 00
172 168		Ipswich,	3 45.5	2,401 00	-	-	695	-
173 169		Dartmouth,	3 44.1	3,000 00	-	-	875	650 00
245 170		Somerset,	3 42.5	1,000 00	-	-	292	-
157 171		Ashby,	3 39.6	900 00	-	-	265	-
203 172		Lanesborough,	3 38.4	800 00	154 20	954 20	282	600 00
184 173		Mendon,	3 37.3	800 00	127 44	927 44	275	-
254 174		Upton,	3 37.1	1,200 00	-	-	356	-
264 175		Goshen,	3 36.5	350 00	-	-	104	131 66
206 176		Westborough,	3 36.1	1,600 00	-	-	476	-
154 177		Westminster,	3 34.8	1,500 00	-	-	448	-

SCHOOL RETURNS—1853-4.

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TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
dley,	\$3 34.4	\$1,000 00	-	-	209	\$15 00
Brookfield,	3 34.1	1,500 00	-	-	449	-
ghton,	3 32.9	1,075 00	\$100 00	\$1175 00	353	50 00
ontague,	3 29.2	1,000 00	172 00	1,172 00	356	250 00
.kham,	3 28.6	700 00	-	-	213	-
hburnham,	3 28.2	1,500 00	-	-	457	-
rthbridge,	3 27.5	1,500 00	-	-	458	104 33
ebster,	3 27.3	2,000 00	-	-	611	-
oton,	3 26.8	2,000 00	-	-	612	-
llingham,	3 25.5	800 00	140 63	940 63	289	16 00
e,	3 23.2	2,649 89	-	-	820	600 00
owe,	3 22.6	500 00	-	-	155	40 00
inchendon,	3 21.8	1,400 00	-	-	435	-
is,	3 21.8	650 00	-	-	202	407 00
.wtucket,	3 21.8	2,800 00	-	-	870	-
oneham,	3 21.1	1,400 00	-	-	436	-
otland,	3 19.1	900 00	-	-	262	-
zath,	3 19.1	600 00	-	-	188	332 00
anklin,	3 19.1	1,200 00	-	-	376	18 00
'areham,	3 19.1	2,400 00	-	-	752	30 00
adover,	3 18.2	4,500 00	-	-	1,414	-
ckport,	3 18.1	2,500 00	-	-	786	-
ew Salem,	3 17.5	1,000 00	-	-	315	-
aburn,	3 15.8	600 00	-	-	190	-
'estfield,	3 15.8	3,000 00	-	-	950	377 00
onson,	3 15.6	1,600 00	-	-	507	514 04
orton,	3 14.1	1,200 00	-	-	382	-
ackstone,	3 13.6	2,500 00	287 56	2,787 56	889	112 42
' Brookfield,	3 13.6	900 00	-	-	287	-
ewster,	3 13.5	1,000 00	-	-	319	25 00
mmington,	3 12.5	600 00	150 00	750 00	240	550 00
arlborough,	3 12	2,220 00	-	-	709	-
cton,	3 11.6	1,100 00	-	-	353	-
lmer,	3 11.1	2,525 00	19 50	2,544 50	818	107 50
ituate,	3 09.9	1,500 00	-	-	484	-
aynham,	3 09.6	1,000 00	-	-	323	-
rlington,	3 09.3	300 00	-	-	97	-
elham,	3 08.6	500 00	-	-	162	36 25
ekonk,	3 07.5	1,200 00	242 00	1,442 00	469	257 76
ill,	3 06.7	500 00	-	-	163	277 00
ontgomery,	3 03	300 00	-	-	99	156 00
eru,	3 03	300 00	-	-	99	332 76
atton,	3 02.4	1,500 00	-	-	496	-
raintree,	3 02.2	2,200 00	-	-	728	400 00
arion,	3 01.5	600 00	-	-	199	-
isbury,	3 01.5	1,200 00	-	-	398	-
gremont,	3 00.5	625 00	-	-	208	238 18
epperell,	3 00.3	1,000 00	-	-	333	30 00

BOARD OF EDUCATION.

For 1882-3.	For 1883-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
180	226	Whately,	\$2 99.5	\$650 00	-	-	217	\$98 00
226	227	Templeton,	2 99 4	1,500 00	-	-	501	-
273	228	N. Marlboro',	2 99.3	750 00	\$327 55	\$1077 55	360	451 50
243	229	Middleton,	2 98.6	630 00	-	-	211	-
275	230	Freetown,	2 97.6	1,000 00	-	-	336	24 75
211	231	Williamsburg,	2 96 7	1,000 00	-	-	337	108 00
262	232	Rochester,	2 96.7	2,000 00	-	-	674	186 00
216	233	Wales,	2 94.1	400 00	-	-	136	38 50
289	234	Wellfleet,	2 93.4	1,500 00	90 00	1,590 00	542	333 80
220	235	Ludlow,	2 93	800 00	-	-	273	319 51
290	236	Berkley,	2 92.7	600 00	-	-	205	132 00
204	237	Orange,	2 92.6	1,100 00	-	-	376	-
215	238	Shelburne,	2 90.9	800 00	-	-	275	400 00
190	239	Enfield,	2 90.5	700 00	-	-	241	-
186	240	Easton,	2 90.1	1,500 00	-	-	517	80 00
225	241	Wilbraham,	2 89	1,300 00	133 01	1,433 01	496	700 00
239	242	W. Newbury,	2 88.9	1,150 00	-	-	398	32 00
260	243	N. Bridgewater,	2 87.6	3,000 00	-	-	1,043	148 88
228	244	Salisbury,	2 86.5	2,000 00	-	-	698	-
266	245	Groveland,	2 85.9	786 25	-	-	275	-
213	246	Easthampton,	2 85.7	700 00	-	-	245	275 00
240	247	Townsend,	2 82.4	1,200 00	-	-	425	70 83
229	248	Sandwich,	2 82	3,000 00	374 95	3,374 95	1,197	158 00
232	249	Southborough,	2 80.4	900 00	-	-	321	40 87
300	250	Sturbridge,	2 79.9	1,500 00	-	-	536	157 00
287	251	Randolph,	2 78.6	3,000 00	-	-	1,077	-
261	252	Hubbardston,	2 78.3	1,272 00	-	-	457	-
234	253	Shutesbury,	2 77.8	600 00	-	-	216	120 00
199	254	Lynnfield,	2 77.8	600 00	-	-	216	20 00
310	255	Leicester,	2 76.5	1,460 00	-	-	528	-
98	256	Wilmington,	2 75.3	625 00	-	-	227	-
265	257	Holland,	2 74	200 00	-	-	73	65 40
253	258	Rehoboth,	2 73.2	1,000 00	139 35	1,139 35	417	264 25
161	259	Tolland,	2 72	250 00	71 00	321 00	118	-
233	260	Russell,	2 70.3	300 00	-	-	111	214 00
230	261	Plympton,	2 70.3	600 00	-	-	222	160 00
244	262	Boylston,	2 70.3	600 00	-	-	222	20 00
238	263	Northfield,	2 67.2	1,000 00	66 00	1,066 00	399	90 00
242	264	Chilmark,	2 66.7	400 00	-	-	150	-
268	265	Belchertown,	2 64	1,600 00	-	-	606	276 00
246	266	Bradford,	2 63.7	741 00	-	-	281	-
303	267	Alford,	2 63.2	300 00	-	-	114	127 00
205	268	Berlin,	2 63.2	500 00	-	-	190	-
281	269	Mansfield,	2 62.5	1,105 12	-	-	421	100 00
274	270	Chester,	2 62.3	800 00	-	-	305	593 75
316	271	Richmond,	2 61.8	500 00	-	-	191	395 42
252	272	W. Stockbridge	2 61.3	700 00	123 00	823 00	315	270 07
291	273	Sudbury,	2 60.4	880 00	-	-	338	1 50

SCHOOL RETURNS—1853-4.

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TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
len,	\$2 58.6	\$1,200 00	-	-	464	\$35 00
ridgewater,	2 57.7	1,500 00	-	-	582	58 00
hbridge,	2 54.8	1,600 00	-	-	628	-
hampton,	2 54.4	500 00	\$105 58	\$605 58	238	-
Springfield,	2 54.2	1,800 00	-	-	708	683 75
idford,	2 52.9	600 00	194 16	794 16	314	668 59
sfield,	2 48.2	700 00	-	-	282	-
o,	2 47.6	1,300 00	-	-	525	-
Boylston,	2 47.3	900 00	-	-	364	-
ord,	2 46.7	1,500 00	-	-	608	125 00
shire,	2 45.6	700 00	-	-	285	606 69
way,	2 44	991 75	-	-	406	617 00
lner,	2 43.9	1,000 00	-	-	410	-
a,	2 43.1	440 00	-	-	181	146 00
ley,	2 42.7	500 00	-	-	206	254 67
ket,	2 42.6	600 00	52 50	652 50	269	675 25
field,	2 40.8	850 00	-	-	353	552 34
sdale,	2 40.7	650 00	-	-	270	320 92
rthington,	2 38.7	500 00	146 98	646 98	271	678 41
nville,	2 37.7	500 00	175 00	675 00	284	536 00
ans,	2 37.6	1,100 00	-	-	463	227 00
Barrington,	2 35.4	1,500 00	218 40	1,718 40	730	800 00
eraine,	2 28.8	1,000 00	-	-	437	666 00
skbridge,	2 27.8	1,000 00	-	-	439	140 00
ridge,	2 25.9	1,500 00	221 00	1,721 00	762	-
rlmont,	2 25.6	600 00	-	-	266	200 00
liamstown,	2 24.6	1,500 00	-	-	668	365 00
ton,	2 22.2	600 00	-	-	270	93 00
ardston,	2 21.2	500 00	-	-	226	169 00
ndsor,	2 20.3	500 00	-	-	227	380 00
nzey,	2 19	600 00	-	-	274	264 00
cock,	2 18.6	365 00	-	-	167	525 00
sterfield,	2 17.4	500 00	-	-	230	403 37
ncer,	2 17	1,200 00	-	-	553	18 00
rida,	2 09.6	350 00	-	-	167	141 50
Washington	2 08.3	150 00	-	-	72	-
ver,	2 06.2	600 00	-	-	291	270 00
oy,	2 00	402 00	-	-	201	306 00
shington,	1 99.1	450 00	-	-	226	267 00
ingham,	1 99	400 00	-	-	201	300 00
scott,	1 97.7	350 00	-	-	177	155 00
nroe,	1 97.2	94 50	12 00	106 50	54	-
ndell,	1 96.5	450 00	-	-	229	-
tham,	1 87.3	1,000 00	-	-	534	686 98
erett,	1 86.9	400 00	-	-	214	150 75
ffield,	1 86.7	1,000 00	152 05	1,152 05	617	23 00
rksburg,	1 85.2	200 00	-	-	108	243 75

BOARD OF EDUCATION.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenues appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
315 321	Lenox,		\$1 84.2	\$700 00	-	-	380	\$470 00
325 322	New Ashford,		1 81.8	100 00	-	-	55	78 00
285 323	Norwich,		1 80.2	400 00	-	-	222	328 00
323 324	Dennis,		1 79.6	1,500 00	-	-	835	1237 40
321 325	Harwich,		1 55.8	1,500 00	-	-	963	1327 16
310 326	Adams,		1 50	2,020 50	-	-	1,347	274 00
258 327	Leyden,	}	No	returns.				
324 328	Southwick,							

SCHOOL RETURNS—1853-4.

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GRADUATED TABLES—FIRST SERIES.

Tables, showing the Comparative Amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the town between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1852-3.	For 1853-4.	TOWNS.	Sum appropriated for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON,	\$8 40.1	\$203,326 55	-	-	24204	-
2	2	Winthrop,	7 69.2	400 00	-	-	52	-
4	3	North Chelsea,	7 20	900 00	-	-	125	-
3	4	Chelsea,	6 02.8	9,000 00	-	-	1,493	-

ESSEX COUNTY.

* 1	1	NAHANT,	17 07.3	700 00	-	-	41	-
3	2	Lynn,	6 45.9	18,500 00	-	-	2,864	-
1	3	Lawrence,	5 88.6	11,000 00	-	-	1,869	-
9	4	Danvers,	5 70.4	9,702 00	\$600 00	\$10302 00	1,806	-
2	5	Swampscott,	5 64.5	1,400 00	-	-	248	-
4	6	Salem,	4 73.3	20,057 00	200 00	20,257 00	4,280	-
17	7	Saugus,	4 65.8	1,500 00	-	-	322	-
5	8	Boxford,	4 51	900 00	51 72	951 72	211	-
7	9	Gloucester,	4 45	7,800 00	-	-	1,753	-
15	10	Newburyport,	4 44.8	10,000 00	-	-	2,248	-
12	11	Newbury,	4 44.4	1,200 00	-	-	270	-
6	12	Haverhill,	4 33.5	5,500 00	521 17	6,021 17	1,389	\$65 00
11	13	Essex,	4 33.3	1,300 00	-	-	300	-
8	14	Manchester,	4 29	1,600 00	-	-	373	-
19	15	Beverly,	4 12.8	4,500 00	-	-	1,090	-
14	16	Methuen,	4 05.4	1,800 00	-	-	444	-
30	17	Georgetown,	4 00.4	1,200 00	245 46	1,445 46	361	-
16	18	Hamilton,	3 84.6	600 00	-	-	156	-
18	19	Marblehead,	3 70.6	6,000 00	-	-	1,619	-
22	20	Wenham,	3 70.4	800 00	-	-	216	-
13	21	Amesbury,	3 55.9	2,000 00	-	-	562	-
10	22	Rowley,	3 48.3	700 00	-	-	201	-

* Newly incorporated.

BOARD OF EDUCATION.

ESSEX COUNTY—CONTINUED.

For 1882-3.	For 1883-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
20	23	Ipswich,	\$3 45.5	\$2,401 00	-	-	695	-
24	24	Andover,	3 18.2	4,500 00	-	-	1,414	-
21	25	Rockport,	3 18.1	2,500 00	-	-	786	-
28	26	Middleton,	2 98.6	630 00	-	-	211	-
27	27	West Newbury,	2 88.9	1,150 00	-	-	396	\$32 00
26	28	Salisbury,	2 86.5	2,000 00	-	-	698	-
31	29	Groveland,	2 85.9	786 25	-	-	275	-
23	30	Lynnfield,	2 77.8	600 00	-	-	216	20 00
29	31	Bradford,	2 63.7	741 00	-	-	281	-
25	32	Topsfield,	2 48.2	700 00	-	-	282	-

MIDDLESEX COUNTY.

1	1	WINCHESTER,	9 32.8	2,500 00	-	-	268	25 00
5	2	Brighton,	8 21.1	3,900 00	-	-	475	-
2	3	Somerville,	8 14.6	7,185 00	-	-	882	-
3	4	Concord,	8 01.7	2,750 00	-	-	343	-
7	5	Cambridge,	7 66.6	25,627 47	-	-	3,343	-
4	6	Lowell,	7 64.1	45,000 00	-	-	5,889	-
8	7	W. Cambridge,	7 24.6	2,500 00	-	-	345	50 00
6	8	Charlestown,	7 20.7	24,900 00	-	-	3,455	-
13	9	Newton,	6 89.7	7,000 00	-	-	1,015	50 00
15	10	Lincoln,	6 66.7	800 00	-	-	120	220 80
10	11	Waltham,	6 52.4	5,800 00	-	-	889	-
9	12	Lexington,	6 49.4	2,500 00	-	-	385	-
14	13	Littleton,	6 40.2	1,050 00	-	-	164	-
11	14	Watertown,	6 29.1	3,800 00	-	-	604	-
18	15	Boxborough,	6 02.4	500 00	-	-	83	18 00
16	16	Malden,	5 92.1	4,300 00	-	-	726	-
23	17	Natick,	5 58.4	3,300 00	-	-	591	-
21	18	Framingham,	5 56.3	4,300 00	-	-	773	-
12	19	Medford,	5 51.1	4,800 00	-	-	871	-
37	20	Melrose,	5 46.3	1,813 64	-	-	332	-
20	21	Weston,	5 09.3	1,100 00	-	-	216	-
17	22	South Reading,	5 08.1	2,500 00	-	-	492	-
19	23	Bedford,	5 06.4	900 00	\$92 63	\$992 63	196	-
31	24	Reading,	4 81.9	2,000 00	-	-	415	-
28	25	Sherborn,	4 76.7	1,025 00	-	-	215	-
22	26	Carlisle,	4 76.2	600 00	-	-	126	-
27	27	Chelmsford,	4 58.7	2,000 00	-	-	436	120 00
45	28	Dracut,	4 53.1	1,400 00	-	-	309	42 00
24	29	Woburn,	4 51.8	4,174 33	-	-	924	52 66
32	30	Billerica,	4 36	1,500 00	-	-	344	-
25	31	Tewksbury,	4 34.8	1,000 00	-	-	230	26 00
33	32	Shirley,	4 28.6	1,200 00	-	-	260	-

SCHOOL RETURNS—1853-4.

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MIDDLESEX COUNTY—CONTINUED.

OWNS.	Sum appropriated by towns for each year between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenues appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
Reading,	\$4 18.6	\$900 00	-	-	215	-
table,	4 16.7	450 00	-	-	108	\$60 00
land,	4 03.6	900 00	-	-	223	-
e,	3 90.1	1,100 00	-	-	282	-
und,	3 89.7	1,130 00	-	-	290	-
ston,	3 78	2,200 00	-	-	582	-
ford,	3 75	1,200 00	-	-	320	-
inton,	3 71.5	2,500 00	-	-	673	100 00
sborough,	3 62	742 00	-	-	205	-
y,	3 39.6	900 00	-	-	265	-
n,	3 26.8	2,000 00	-	-	612	-
ham,	3 21.1	1,400 00	-	-	436	-
orough,	3 12	2,220 00	-	-	709	-
i,	3 11.6	1,100 00	-	-	353	-
ngton,	3 09.3	300 00	-	-	97	-
rell,	3 00.3	1,000 00	-	-	333	30 00
send,	2 82.4	1,200 00	-	-	425	70 83
ington,	2 75.3	625 00	-	-	227	-
ury,	2 60.4	880 00	-	-	338	1 50

WORCESTER COUNTY.

CESTER,	6 03.9	20,000 00	-	-	3,312	-
wick,	5 45.4	1,500 00	-	-	275	-
n,	4 74.3	1,200 00	-	-	253	-
nburg,	4 70.6	1,200 00	-	-	255	-
burg,	4 67.2	4,700 00	-	-	1,006	-
rd,	4 62.3	1,300 00	\$36 00	\$1,336 00	289	-
raintree,	4 57.1	800 00	-	-	175	9 00
aster,	4 54.5	1,600 00	-	-	352	-
,	4 54.5	2,600 00	-	-	572	-
,	4 39	1,800 00	-	-	410	-
on,	4 17.4	2,316 53	-	-	555	-
ffield,	4 07.3	1,300 00	76 74	1,376 74	338	-
on,	4 01.6	3,000 00	-	-	747	28 50
ury,	4 00	2,200 00	-	-	550	-
n,	3 93.1	600 00	39 08	639 08	160	-
ng,	3 84.6	1,500 00	-	-	390	24 00
lston,	3 83.4	1,200 00	-	-	313	36 03
inster,	3 83.3	2,227 00	-	-	581	52 00
borough,	3 78.8	1,000 00	-	-	264	-
rd,	3 74.1	4,500 00	-	-	1,203	40 00
sham,	3 71.5	1,200 00	-	-	323	-
en,	3 71.5	1,200 00	-	-	323	64 00

* Newly incorporated.

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

For 1892-3.	For 1893-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.
8	23	Shrewsbury,	\$3 70.4	\$1,000 00	-	-	270
26	24	Princeton,	3 62.3	1,000 00	-	-	276
24	25	Phillipston,	3 50.9	600 00	-	-	171
12	26	Douglas,	3 48.3	1,200 00	\$144 28	\$1,344 28	386
35	27	Charlton,	3 45.7	1,400 00	-	-	405
31	28	Mendon,	3 37.3	800 00	127 44	927 44	275
45	29	Upton,	3 37.1	1,200 00	-	-	356
37	30	Westborough,	3 36.1	1,600 00	-	-	476
25	31	Westminster,	3 34.8	1,500 00	-	-	448
41	32	Dudley,	3 34.4	1,000 00	-	-	299
46	33	N. Brookfield,	3 34.1	1,500 00	-	-	449
40	34	Oakham,	3 28.6	700 00	-	-	213
21	35	Ashburnham,	3 28.2	1,500 00	-	-	457
39	36	Northbridge,	3 27.5	1,500 00	-	-	458
16	37	Webster,	3 27.3	2,000 00	-	-	611
38	38	Winchendon,	3 21.8	1,400 00	-	-	435
30	39	Rutland,	3 19.1	900 00	-	-	282
32	40	Auburn,	3 15.8	600 00	-	-	190
53	41	Blackstone,	3 13.6	2,500 00	287 56	2,787 56	889
50	42	W. Brookfield,	3 13.6	900 00	-	-	287
33	43	Sutton,	3 02.4	1,500 00	-	-	496
42	44	Templeton,	2 99.4	1,500 00	-	-	501
43	45	Southborough,	2 80.4	900 00	-	-	321
57	46	Sturbridge,	2 79.9	1,500 00	-	-	536
49	47	Hubbardston,	2 78.3	1,272 00	-	-	457
58	48	Leicester,	2 76.5	1,460 00	-	-	528
44	49	Boylston,	2 70.3	600 00	-	-	222
36	50	Berlin,	2 63.2	500 00	-	-	190
47	51	Holden,	2 58.6	1,200 00	-	-	464
51	52	Southbridge,	2 54.8	1,600 00	-	-	628
22	53	W. Boylston,	2 47.3	900 00	-	-	364
48	54	Oxford,	2 46.7	1,500 00	-	-	608
52	55	Gardner,	2 43.9	1,000 00	-	-	410
55	56	Dana,	2 43.1	440 00	-	-	181
54	57	Uxbridge,	2 25.9	1,500 00	221 00	1,721 00	762
56	58	Spencer,	2 17	1,200 00	-	-	553

HAMPSHIRE COUNTY.

1	1	HATFIELD,	5 10.2	1,000 00	-	-	196
6	2	Hadley,	4 98.8	2,100 00	-	-	421
2	3	Northhampton,	4 42.9	5,000 00	-	-	1,129
5	4	Granby,	4 38	850 00	-	-	194

SCHOOL RETURNS—1853-4.

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HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
South Hadley,	\$4 35.9	\$1,700 00	-	-	390	\$84 00
Amherst,	3 99.4	2,500 00	-	-	626	-
Vare,	3 96.5	2,700 00	-	-	681	-
Fiddlefield,	3 96	500 00	\$90 00	\$590 00	149	472 00
Mainfield,	3 70.4	600 00	-	-	162	181 00
Vesthampton,	3 51.6	450 00	-	-	128	245 00
Greenwich,	3 48.8	600 00	-	-	172	40 50
Doshen,	3 36.5	350 00	-	-	104	131 66
Ummington,	3 12.5	600 00	150 00	750 00	240	550 00
Elham,	3 08.6	500 00	-	-	162	36 25
Williamsburg,	2 96.7	1,000 00	-	-	337	108 00
Wnfield,	2 90.5	700 00	-	-	241	-
W. Hampton,	2 85.7	700 00	-	-	245	275 00
Welchertown,	2 64	1,600 00	-	-	606	276 00
Wouthampton,	2 54.4	500 00	105 58	605 58	238	-
Worthington,	2 38.7	500 00	146 98	646 98	271	678 41
Whesterfield,	2 17.4	500 00	-	-	230	403 37
Wescott,	1 97.7	350 00	-	-	177	155 00
Worwick,	1 80.2	400 00	-	-	222	328 00

HAMPDEN COUNTY.

HICOPEE,	5 87.5	7,553 87	600 00	8,153 87	1,388	-
Springfield,	5 71.4	12,000 00	874 82	12,874 82	2,253	-
Longmeadow,	5 62.2	1,400 00	-	-	249	-
Wolyoke,	4 92.5	3,200 00	-	-	650	500 00
Wimfield,	4 29.7	1,100 00	-	-	256	58 00
Westfield,	3 15.8	3,000 00	-	-	950	377 00
Wnson,	3 15.6	1,600 00	-	-	507	514 04
Wlmer,	3 11.1	2,525 00	19 50	2,544 50	818	107 50
Wontgomery,	3 03	300 00	-	-	99	156 00
Wales,	2 94.1	400 00	-	-	136	38 50
Wldow,	2 93	800 00	-	-	273	319 51
Wilbraham,	2 89	1,300 00	133 01	1,433 01	496	700 00
Wolland,	2 74	200 00	-	-	73	65 40
Wolland,	2 72	250 00	71 00	321 00	118	-
Wussell,	2 70.3	300 00	-	-	111	214 00
Wester,	2 62.3	800 00	-	-	305	582 75
W. Springfield,	2 54.2	1,800 00	-	-	708	683 75
Wandford,	2 52.9	600 00	194 16	794 16	314	668 59
Wanville,	2 37.7	500 00	175 00	675 00	284	536 00
Wouthwick,	No	returns.	-	-	-	-

BOARD OF EDUCATION.

FRANKLIN COUNTY.

For 1892-3.	For 1893-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD,	\$4 26.3	\$2,400 00	-	-	563	-
10	2	Erving,	3 99	350 00	\$53 00	\$403 00	101	-
3	3	Sunderland,	3 94.1	800 00	-	-	203	\$140 00
4	4	Deerfield,	3 75	1,897 50	-	-	506	406 00
6	5	Warwick,	3 56.9	724 50	-	-	203	-
2	6	Buckland,	3 47.7	1,077 75	-	-	310	81 00
5	7	Montague,	3 29.2	1,000 00	172 00	1,172 00	356	250 00
7	8	Rowe,	3 22.6	500 00	-	-	155	40 00
14	9	Heath,	3 19.1	600 00	-	-	188	332 00
9	10	New Salem,	3 17.5	1,000 00	-	-	315	-
11	11	Gill,	3 06.7	500 00	-	-	163	277 00
8	12	Whately,	2 99.5	650 00	-	-	217	98 00
12	13	Orange,	2 92.6	1,100 00	-	-	376	-
13	14	Shelburne,	2 90.9	800 00	-	-	275	400 00
15	15	Shutesbury,	2 77.8	600 00	-	-	216	120 00
17	16	Northfield,	2 67.2	1,000 00	66 00	1,066 00	399	90 00
19	17	Conway,	2 44	991 75	-	-	406	617 00
25	18	Hawley,	2 42.7	500 00	-	-	206	254 67
22	19	Ashfield,	2 40.8	850 00	-	-	353	552 34
23	20	Coleraine,	2 28.8	1,000 00	-	-	437	666 00
18	21	Charlemont,	2 25.6	600 00	-	-	266	200 00
26	22	Barnardston,	2 21.2	500 00	-	-	226	109 00
16	23	Monroe,	1 97.2	94 50	12 00	106 50	54	-
21	24	Wendell,	1 96.5	450 00	-	-	229	-
24	25	Leverett,	1 86.9	400 00	-	-	214	150 75
20	26	Leyden,	No returns.					

BERKSHIRE COUNTY.

7	1	SANDISFIELD,	3 74.7	900 00	201 75	1,101 75	294	649 00
1	2	Pittsfield,	3 61	5,000 00	-	-	1,385	150 00
5	3	Monterey,	3 51.4	400 00	07 49	467 40	133	-
6	4	Lanesborough,	3 38.4	800 00	154 20	954 20	282	600 00
2	5	Lee,	3 23.2	2,649 89	-	-	820	600 00
3	6	Otis,	3 21.8	650 00	-	-	202	407 00
9	7	Peru,	3 03	300 00	-	-	99	332 76
4	8	Egremont,	3 00.5	625 00	-	-	206	236 18
13	9	N. Marlboro',	2 99.3	750 00	327 55	1,077 55	360	451 50
18	10	Alford,	2 63.2	300 00	-	-	114	127 00
28	11	Richmond,	2 61.8	500 00	-	-	191	335 42
12	12	W. Stockbridge	2 61.3	700 00	123 00	823 00	315	270 07
8	13	Cheshire,	2 45.6	700 00	-	-	285	606 69
14	14	Becket,	2 42.6	600 00	52 50	652 50	269	675 25

SCHOOL RETURNS—1853-4.

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BERKSHIRE COUNTY—CONTINUED.

TOWNS.	Sum appropriated by town for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
Linsdale,	\$2 40.7	650 00	-	-	270	\$320 92
St. Barrington,	2 35.4	\$1,500 00	\$218 40	\$1,718 40	730	800 00
Stockbridge,	2 27.8	1,000 00	-	-	439	140 00
Williamstown,	2 24.6	1,500 00	-	-	668	365 00
Walton,	2 22.2	600 00	-	-	270	93 00
Windsor,	2 20.3	500 00	-	-	227	380 00
Wancock,	2 18.6	365 00	-	-	167	525 00
Florida,	2 09.6	350 00	-	-	167	141 50
St. Washington	2 08.3	150 00	-	-	72	-
Avoy,	2 00	402 00	-	-	201	306 00
Washington,	1 99.1	450 00	-	-	226	267 00
Wyringham,	1 99	400 00	-	-	201	300 00
Sheffield,	1 86.7	1,000 00	152 05	1,152 05	617	23 00
Warksburg,	1 85.2	200 00	-	-	108	243 75
Wenox,	1 84.2	700 00	-	-	380	470 00
Wew Ashford,	1 81.8	100 00	-	-	55	78 00
Wadams,	1 50	2,020 50	-	-	1,347	274 00

NORFOLK COUNTY.

V. ROXBURY,	11 53.8	7,800 00	-	-	676	-
Brookline,	10 45.2	4,107 73	-	-	393	-
Dedham,	9 67.9	7,625 00	60 00	7,685 00	794	64 00
Dorchester,	8 28.2	26,891 51	-	-	3,247	-
Filton,	6 80.5	12,235 00	-	-	1,798	-
Fover,	6 35.6	3,000 00	-	-	472	-
Quincy,	6 00	600 00	-	-	100	-
Valpole,	5 74.9	6,600 00	-	-	1,148	-
Wohasset,	5 37.6	2,000 00	-	-	372	350 00
Wohasset,	5 15.8	1,800 00	-	-	349	-
Wohasset,	4 72.6	1,000 00	120 00	1,120 00	237	-
Weymouth,	4 57.3	5,200 00	-	-	1,137	-
Weymouth,	4 44.1	2,700 00	-	-	608	-
Weymouth,	3 99.5	1,510 00	-	-	378	45 25
Weymouth,	3 93.7	2,500 00	-	-	635	99 00
Weymouth,	3 72.2	3,000 00	-	-	806	-
Weymouth,	3 62.3	2,250 00	341 80	2,591 80	715	20 00
Weymouth,	3 50	700 00	-	-	200	-
Weymouth,	3 46.5	1,400 00	-	-	404	-
Weymouth,	3 25.5	800 00	140 63	940 63	289	16 00
Weymouth,	3 19.1	1,200 00	-	-	376	18 00
Weymouth,	3 02.2	2,200 00	-	-	728	400 00
Weymouth,	2 78.6	3,000 00	-	-	1,077	-

BOARD OF EDUCATION.

BRISTOL COUNTY.

For 1882-3.	For 1883-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD,	\$8 48.8	\$29,054 59	-	-	3,423	-
2	2	Fairhaven,	5 66	6,000 00	-	-	1,060	-
3	3	Attleborough,	4 78.2	4,404 59	-	-	921	\$150 00
5	4	Fall River,	4 34.6	12,000 00	-	-	2,761	-
6	5	Westport,	3 73.6	2,000 00	\$248 18	\$2,248 18	602	640 00
4	6	Taunton,	3 67.6	9,800 00	-	-	2,666	-
7	7	Dartmouth,	3 44.1	3,000 00	-	-	875	650 00
14	8	Somerset,	3 42.5	1,000 00	-	-	292	-
10	9	Dighton,	3 32.9	1,075 00	100 00	1,175 00	353	50 00
11	10	Pawtucket,	3 21.8	2,800 00	-	-	870	-
13	11	Norton,	3 14.1	1,200 00	-	-	382	-
9	12	Raynham,	3 09.6	1,000 00	-	-	323	-
12	13	Seekonk,	3 07.5	1,200 00	242 00	1,442 00	469	257 76
17	14	Freetown,	2 97.6	1,000 00	-	-	336	24 75
19	15	Berkley,	2 92.7	600 00	-	-	205	132 00
8	16	Easton,	2 90.1	1,500 00	-	-	517	80 00
15	17	Rehoboth,	2 73.2	1,000 00	139 35	1,139 35	417	264 25
18	18	Mansfield,	2 62.5	1,105 12	-	-	421	100 00
16	19	Swansey,	2 19	600 00	-	-	274	264 00

PLYMOUTH COUNTY.

2	1	PLYMOUTH,	5 90.6	7,760 00	-	-	1,314	-
1	2	Kingston,	5 59.2	1,633 00	-	-	292	-
6	3	Hingham,	4 78.7	3,829 69	-	-	800	-
5	4	Duxbury,	4 78.4	2,100 00	416 15	2,516 15	526	-
4	5	S. Scituate,	4 69.6	1,700 00	-	-	362	-
3	6	Abington,	4 35.5	5,000 00	-	-	1,148	-
11	7	Hull,	4 32.2	268 00	-	-	62	-
*	8	Lakeville,	4 29.2	1,000 00	-	-	233	76 00
12	9	Hanson,	4 05.4	900 00	-	-	222	50 00
15	10	Marshfield,	3 81.9	1,400 00	-	-	364	15 00
9	11	W. Bridgewater	3 72.7	1,200 00	-	-	322	38 00
8	12	Pembroke,	3 71.6	1,000 00	152 00	1,152 00	310	-
10	13	Hanover,	3 69.2	1,200 00	-	-	325	75 00
14	14	Middleboro',	3 64.1	3,000 00	-	-	824	577 00
16	15	Halifax,	3 61.4	600 00	-	-	166	97 00
13	16	Bridgewater,	3 52.1	2,000 00	-	-	568	108 00
18	17	Wareham,	3 19.1	2,400 00	-	-	752	30 00
7	18	Scituate,	3 09.9	1,500 00	-	-	484	-
*	19	Marion,	3 01.5	600 00	-	-	199	-
21	20	Rochester,	2 96.7	2,000 00	-	-	674	186 00
20	21	N. Bridgewater,	2 87.6	3,000 00	-	-	1,043	148 88
17	22	Plympton,	2 70.3	600 00	-	-	222	160 00
19	23	E. Bridgewater,	2 57.7	1,500 00	-	-	582	58 00
22	24	Carver,	2 06.2	600 00	-	-	291	270 00

* Newly Incorporated.

SCHOOL RETURNS—1853-4.

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BARNSTABLE COUNTY.

For 1853-4.	TOWNS.	Sum appropriated by town for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	PROVINCET'N,	\$5 21.5	\$3,520 00	-	-	675	-
2	Yarmouth,	4 84.5	2,500 00	-	-	516	\$200 00
3	Falmouth,	3 78.9	1,800 00	\$321 81	\$2,121 81	560	244 00
4	Eastham,	3 75	580 00	50 00	630 00	168	40 00
5	Barnstable,	3 55.5	3,000 00	1098 90	4,098 90	1,153	500 00
6	Brewster,	3 13.5	1,000 00	-	-	319	25 00
7	Wellfleet,	2 93.4	1,500 00	90 00	1,590 00	542	333 90
8	Sandwich,	2 82	3,000 00	374 95	3,374 95	1,197	158 00
9	Truro,	2 47.6	1,300 00	-	-	525	-
10	Orleans,	2 37.6	1,100 00	-	-	463	227 00
11	Chatham,	1 87.3	1,000 00	-	-	534	686 98
12	Dennis,	1 79.6	1,500 00	-	-	835	1237 40
13	Harwich,	1 55.8	1,500 00	-	-	963	1327 16

DUKES COUNTY.

1	1	EDGARTOWN,	3 64.1	1,500 00	-	-	412	62 00
2	2	Tisbury,	3 01.5	1,200 00	-	-	398	-
3	3	Chilmark,	2 66.7	400 00	-	-	150	-

NANTUCKET COUNTY.

	NANTUCKET,	6 14.9	9,850 00	-	-	1,602	-
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A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State, for the Education of each Child between the ages of 5 and 15 years in the County.

For 1892-3.	COUNTIES.	Sum appropriated by Counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue, and similar funds, appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1 SUFFOLK,	\$8 25.6	\$213,626 55	-	\$213,626 55	25,874	-
3	2 Nantucket,	6 14.9	9,850 00	-	9,850 00	1,602	-
2	3 Middlesex,	6 06.1	196,472 44	\$92 63	196,565 07	32,429	\$868 79
4	4 Norfolk,	5 95	100,119 24	662 13	100,781 37	16,939	1,012 25
5	5 Bristol,	4 72.2	80,339 30	729 53	81,068 83	17,167	2,612 76
6	6 Essex,	4 53.3	124,767 25	1,618 35	126,385 60	27,879	117 00
7	7 Hampden,	4 07.6	39,628 87	2,067 49	41,696 36	10,230	5,930 04
8	8 Plymouth,	3 91.9	46,790 69	568 15	47,358 84	12,085	1,888 88
9	9 Worcester,	3 75.4	102,315 53	932 10	103,247 63	27,500	1,179 15
11	10 Hampshire,	3 57.8	25,700 00	492 56	26,192 56	7,321	4,087 19
10	11 Dukes,	3 22.9	3,100 00	-	3,100 00	960	62 00
13	12 Barnstable,	2 98.6	23,300 00	1,935 66	25,235 66	8,450	4,979 44
12	13 Franklin,	2 97.6	20,786 00	303 00	21,089 00	7,087	5,093 76
14	14 Berkshire,	2 52.7	26,762 39	1,296 85	28,059 24	11,102	10,230 04

AGGREGATE FOR THE STATE.

14 Counties,	4 95.7	1,013,472 26	10,698 45	1,024,170 71	206,623	38,061 30
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GRADUATED TABLES—SECOND SERIES.

next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1850.

first column shows the rank of the cities and towns in a similar Table for 1852-3. second column indicates, in numerical order, the precedence of the cities and in respect to the liberality of their appropriations for 1853-4.

third consists of the names of the cities and towns, as numerically arranged.

fourth shows the percentage of taxable property appropriated to the support of public Schools. The result is equivalent in value to mills and hundredths of

The decimals are carried to three figures, in order to indicate more perfectly distinction between the different towns. The first figure (mills) expresses the actual value, and is separated from the two last figures by a point.

fifth column presents the amount of appropriations, including the sum raised also, also the income of the surplus revenue, and of such funds as the towns may appropriate, at their option, either to support Common Schools or to pay ordinary local expenses. The income of other local funds and the voluntary contributions are included in the estimate. The appropriations are reckoned the same as in the first of Tables, and for the same reasons.

sixth exhibits the amount of taxable property in each city and town according to last State Valuation.

the valuations in each case were an exact representation of the amount of property, if the valuations were all too high or all too low in equal proportions, then the results in the fourth column would present a perfectly just view of the comparability of the towns to their schools. Such is by no means the fact. The valuations are only approximations, more or less near, to the actual value of the property in the towns. Some towns may have a valuation much too high, as compared with other towns, owing to imperfections in the returns made by the assessors, and to the uncertainty attending any mere estimate of the value of property. So far as the valuations are in different proportions to the property they represent, the conclusions based on them, as in the next Table, cannot be strictly just. However, some towns, from special advantages, increase in wealth much more rapidly than other towns, while their respective valuations remain stationary for ten or till 1860. This unequal advance in property renders comparisons that are based on valuations merely to some extent unjust, and the injustice will increase from year to year, or with the increase of wealth.

first Graduated Tables, showing the sum appropriated per Child, between 5 and 15 years of age, rest on facts that can be accurately ascertained in every case, and therefore present perfectly accurate results. The second series of Graduated Tables rests on one of the same facts (the amount appropriated); also, on the valuations, which are to some extent arbitrary and liable to unavoidable errors. Therefore, comparisons in the second series may have no advantage over those in the first, in accuracy or justness.

the rank assigned to towns in the next Tables is compared with the rank of the towns in the former series, it will be seen that they hold, in many instances, a different place in the scale. Brookline, which is No. 3 in the previous Table, is No. 20 in the next.

GRADUATED TABLES—SECOND SERIES.

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1853-4.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Value appropriated to Public Schools equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1853.
4	1	WELLFLEET,	2.005-40	\$1,590 00	\$294,228 00
2	2	Lynn,*	4-97	18,500 00	4,148,989 00
3	3	Buckland, . . .	4-73	1,077 75	227,773 00
1	4	Attleborough, . . .	4-24	4,404 59	1,038,000 00
13	5	Milford, . . .	3-93	4,500 00	1,144,721 00
5	6	Winchester, . . .	3-85	2,500 00	649,346 00
6	7	Rockport, . . .	3-72	2,500 00	672,410 07
24	8	Natick, . . .	3-60	3,300 00	916,210 00
77	9	Melrose, . . .	3-59	1,813 64	505,098 00
49	10	Truro, . . .	3-54	1,300 00	367,199 50
10	11	Somerville, . . .	3-42	7,185 00	2,102,631 00
8	12	Abington, . . .	3-41	5,000 00	1,466,878 00
19	13	Eastham, . . .	3-39	630 00	185,714 50
9	14	Orleans, . . .	3-38	1,100 00	325,576 30
22	15	Provincetown, . . .	3-37	3,520 00	1,043,135 00
35	16	Yarmouth, . . .	3-35	2,500 00	746,587 95
15	17	South Reading, . . .	3-31	2,500 00	755,019 00
16	18	Gloucester, . . .	3-29	7,800 00	2,369,251 95
14	19	Manchester, . . .	3-20	1,600 00	499,507 50
29	20	Quincy, . . .	3-16	6,600 00	2,085,625 38
25	21	Plymouth, . . .	3-14	7,760 00	2,473,123 00
62	22	Danvers, . . .	3-11	10,302 00	3,312,779 10
12	23	Medway, . . .	3-11	2,700 00	867,176 00
37	24	Saugus, . . .	3-05	1,500 00	491,917 50
18	25	Pawtucket, . . .	3-05	2,800 00	916,587 00
69	26	Weymouth, . . .	3-03	5,200 00	1,714,014 75
20	27	Brewster, . . .	2-99	1,000 00	334,827 45
33	28	Marblehead, . . .	2-95	6,000 00	2,033,990 00
43	29	Mansfield, . . .	2-92	1,105 12	378,902 00
112	30	Stoneham, . . .	2-91	1,400 00	481,862 00
30	31	Charlestown, . . .	2-89	24,900 00	8,624,690 00
46	32	North Bridgewater, . . .	2-88	3,000 00	1,043,150 00
124	33	Waltham, . . .	2-88	5,800 00	2,778,446 50
23	34	Harwich, . . .	2-86	1,500 00	524,699 75

* Including Swampscott and Nahant.

SCHOOL RETURNS—1853-4.

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TOWNS.	Percentage of Valuation appropriated for the support of public schools, equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus, Revenue, and of similar Funds.	Valuation of 1850.
Bedford, ...	\$.002-83	\$992 63	\$350,999 00
Hopkinton, ...	2-82	2,500 00	887,091 50
Athol, ...	2-82	1,800 00	639,384 00
Ashland, ...	2-78	1,130 00	407,121 00
Lee, ...	2-74	2,649 89	966,320 00
Stoughton, ...	2-74	3,000 00	1,093,296 00
Reading, ...	2-71	2,000 00	1,071,042 00
Haverhill, ...	2-68	6,021 17	2,243,497 00
Holliston, ...	2-68	2,200 00	821,596 00
Barnstable, ...	2-68	4,098 90	1,522,871 00
Lowell, ...	2-67	45,000 00	16,866,919 10
Wareham, ...	2-66	2,400 00	901,603 00
Taunton, ...	2-65	9,800 00	3,701,472 00
Greenwich, ...	2-63	600 00	226,570 00
Montague, ...	2-63	1,172 00	447,222 00
Pembroke, ...	2-61	1,152 00	440,917 00
Erving, ...	2-60	403 00	154,821 00
Chelsea, ...	2-59	9,000 00	3,475,161 00
Sandwich, ...	2-57	3,374 95	1,314,391 15
South Hadley, ...	2-56	1,700 00	663,842 00
Dedham, ...	2-56	7,685 00	2,999,518 87
Roxbury,*	2-55	26,891 51	13,613,731 50
Clinton, ...	2-55	2,316 53	909,148 00
Sunderland, ...	2-53	800 00	316,442 00
Webster, ...	2-49	2,000 00	801,934 00
Middleborough,†	2-49	3,000 00	1,603,928 00
Malden, ...	2-48	4,300 00	1,731,662 40
Walpole, ...	2-46	2,000 00	812,984 50
Ware, ...	2-44	2,700 00	1,108,228 00
Hingham, ...	2-44	3,829 69	1,570,886 00
New Salem, ...	2-43	1,000 00	410,657 00
Cambridge, ...	2-42	25,627 47	10,608,787 70
Shutesbury, ...	2-42	600 00	248,125 00
Florida, ...	2-41	350 00	145,049 00
Cohasset, ...	2-41	1,800 00	746,872 68
Brighton, ...	2-39	3,900 00	1,634,725 00
Northbridge, ...	2-39	1,500 00	627,979 70
Hanson, ...	2-39	900 00	376,786 00
Sandisfield, ...	2-38	1,101 75	463,328 00
Lancaster, ...	2-37	1,600 00	674,224 00
Chicopee, ...	2-37	8,153 87	3,442,597 00
Savoy, ...	2-34	402 00	171,936 00
Duxbury, ...	2-34	2,516 15	1,076,363 00
Halifax, ...	2-34	600 00	255,884 00
Pelham, ...	2-33	500 00	214,606 00
Hadley, ...	2-32	2,100 00	904,424 00
West Bridgewater, ...	2-32	1,200 00	516,955 00
Rowe, ...	2-32	500 00	215,432 00

* Including West Roxbury.

† Including Lakeville.

BOARD OF EDUCATION.

For 1892-3.	For 1893-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus revenue, and of similar funds.	Valuation of
90	83	Wrentham, ...	\$.002-31	\$2,591 80	\$121,725
82	84	Fitchburg, ...	2-30	4,700 00	2,039,865
146	85	Berkley, ...	2-30	600 00	261,404
162	86	North Brookfield, . .	2-30	1,500 00	651,382
76	87	Heath, ...	2-28	600 00	263,640
51	88	Bolton, ...	2-28	1,200 00	525,251
78	89	South Scituate, . .	2-27	1,700 00	747,411
167	90	Hull, ...	2-27	268 00	117,822
80	91	Dighton, ...	2-27	1,175 00	517,485
96	92	Ipswich, ...	2-26	2,401 00	1,062,792
17	93	Scituate, ...	2-26	1,500 00	664,852
135	94	Wenham, ...	2-26	800 00	354,400
123	95	Framingham, ...	2-25	4,300 00	1,910,611
86	96	Edgartown, ...	2-24	1,500 00	670,834
68	97	Greenfield, ...	2-24	2,400 00	1,072,880
152	98	Millbury, ...	2-23	2,200 00	985,080
88	99	Littleton, ...	2-23	1,050 00	471,875
147	100	Falmouth, ...	2-22	2,121 81	954,463
149	101	Newton, ...	2-22	7,000 00	3,157,340
105	102	Grafton, ...	2-21	3,000 00	1,356,063
103	103	Rochester,*	2-20	2,000 00	1,181,682
93	104	Ashburnham, ...	2-20	1,500 00	681,482
73	105	Concord, ...	2-19	2,750 00	1,262,800
50	106	Hanover, ...	2-18	1,200 00	550,063
115	107	Brookfield, ...	2-18	1,376 74	632,063
113	108	New Marlborough, . .	2-17	1,077 55	495,875
95	109	Foxborough, ...	2-16	1,400 00	648,075
254	110	Somerset, ...	2-16	1,000 00	463,482
106	111	Marshfield, ...	2-16	1,400 00	643,192
44	112	Tisbury, ...	2-16	1,200 00	555,800
98	113	Granby, ...	2-15	850 00	395,580
100	114	Lexington, ...	2-14	2,500 00	1,170,482
101	115	Paxton, ...	2-14	639 08	298,711
102	116	Nantucket, ...	2-14	9,850 00	4,595,363
141	117	Woburn, ...	2-13	4,174 33	1,962,575
59	118	Easton, ...	2-12	1,500 00	707,882
229	119	Shirley, ...	2-11	1,200 00	569,911
104	120	Clarksburg, ...	2-11	200 00	94,830
180	121	Amherst, ...	2-11	2,500 00	1,187,263
163	122	Palmer, ...	2-11	2,544 50	1,208,430
108	123	Plainfield, ...	2-10	600 00	266,000
157	124	Beverly, ...	2-09	4,500 00	2,158,011
109	125	Chelmsford, ...	2-09	2,000 00	958,363
110	126	Westhampton, ...	2-09	450 00	215,711
125	127	Braintree, ...	2-09	2,200 00	1,054,763
194	128	Boxborough, ...	2-08	500 00	239,711
97	129	Becket, ...	2-08	652 50	313,911
111	130	Dana, ...	2-08	440 00	211,111

* Including Marion.

SCHOOL RETURNS—1853-4.

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F OF 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
1	Westborough, ...	2.002-08	\$1,600 00	\$768,499 50
2	Seekonk, ...	2-07	1,442 00	695,324 00
3	Chatham, ...	2-06	1,000 00	484,718 25
4	Essex, ...	2-05	1,300 00	633,895 20
5	Westminster, ...	2-05	1,500 00	732,784 00
6	Monterey, ...	2-05	467 40	227,960 00
7	Otis, ...	2-04	650 00	319,400 00
8	Sharon, ...	2-04	1,120 00	548,452 25
9	Middleton, ...	2-03	630 00	310,417 00
10	Acton, ...	2-03	1,100 00	541,225 00
11	Dover, ...	2-03	600 00	295,704 00
12	Georgetown, ...	2-02	1,445 46	715,213 00
13	Springfield, ...	2-02	12,874 82	6,375,453 50
14	Bradford, ...	2-01	741 00	368,278 00
15	Medford, ...	2-00	4,800 00	2,409,333 00
16	Dracut, ...	2-00	1,400 00	700,182 00
17	Upton, ...	2-00	1,200 00	601,308 00
18	Cummington, ...	2-00	750 00	375,196 00
19	Northampton, ...	2-00	5,000 00	2,504,144 00
20	New Bedford, ...	2-00	29,054 59	14,489,266 00
21	West Newbury, ...	1-99	1,150 00	578,671 10
22	Groveland, ...	1-98	786 25	397,079 00
23	Hubbardston, ...	1-98	1,272 00	643,503 00
24	Sherborn, ...	1-98	1,025 00	516,963 00
25	Douglas, ...	1-98	1,344 28	678,709 00
26	Middlefield, ...	1-97	590 00	299,904 00
27	Fall River, ...	1-97	12,000 00	6,091,250 00
28	Goshen, ...	1-96	350 00	178,995 00
29	Amesbury, ...	1-96	2,000 00	1,020,425 00
30	Salisbury, ...	1-95	2,000 00	1,023,861 83
31	Raynham, ...	1-94	1,000 00	514,908 00
32	Belchertown, ...	1-93	1,600 00	830,356 00
33	Westfield, ...	1-92	3,000 00	1,563,758 00
34	Washington, ...	1-91	450 00	236,195 00
35	Kingston, ...	1-91	1,633 00	853,645 00
36	Lanesborough, ...	1-90	954 20	501,445 00
37	Needham, ...	1-89	1,510 00	799,789 75
38	Lunenburg, ...	1-89	1,200 00	636,547 00
39	Chester, ...	1-89	800 00	423,265 00
40	Marlborough, ...	1-89	2,220 00	1,172,267 00
41	Pittsfield, ...	1-88	5,000 00	2,660,744 60
42	Dennis, ...	1-88	1,500 00	798,934 14
43	Montgomery, ...	1-88	300 00	159,691 00
44	Deerfield, ...	1-88	1,897 50	1,009,306 00
45	Newburyport, ...	1-88	10,000 00	5,390,069 55
46	Wayland, ...	1-88	900 00	479,084 00
47	Sterling, ...	1-87	1,500 00	801,310 00
48	Franklin, ...	1-85	1,200 00	648,486 00
49	Fairhaven, ...	1-85	6,000 00	3,248,990 00

For 1882-3.	For 1882-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income, State Revenue, and of similar Funds.	Valuation of 1886.
159	180	Carlisle, ...	\$.001-85	\$600 00	\$323,524 00
161	181	East Bridgewater, ...	1-84	1,500 00	814,600 00
164	182	Wales, ...	1-84	400 00	217,938 00
166	183	Hawley, ...	1-83	500 00	273,212 00
27	184	Monroe, ...	1-83	106 50	60,538 00
174	185	Lawrence, ...	1-83	11,000 00	6,003,716 20
169	186	Plympton, ...	1-82	600 00	330,503 00
220	187	Barre, ...	1-82	2,600 00	1,430,964 00
168	188	Bellingham, ...	1-82	940 63	517,797 87
173	189	Berlin, ...	1-81	500 00	276,330 00
236	190	Hardwick, ...	1-81	1,500 00	829,396 00
259	191	Newbury, ...	1-81	1,200 00	663,155 30
191	192	Dorchester, ...	1-80	12,235 00	6,785,916 48
260	193	Randolph, ...	1-80	3,000 00	1,663,428 25
273	194	Canton, ...	1-80	2,500 00	1,387,372 75
206	195	Harvard, ...	1-80	1,336 00	741,352 00
216	196	Worcester, ...	1-80	20,000 00	11,085,506 70
176	197	Gardner, ...	1-79	1,000 00	558,389 00
189	198	Leominster, ...	1-79	2,227 00	1,244,051 10
177	199	Russell, ...	1-79	300 00	167,528 00
182	200	Freetown, ...	1-77	1,000 00	565,096 00
286	201	Holyoke, ...	1-77	3,200 00	1,812,854 00
277	202	Sturbridge, ...	1-77	1,500 00	846,330 00
181	203	Boxford, ...	1-77	951 72	538,288 67
227	204	Stowe, ...	1-76	1,100 00	623,390 00
238	205	Granville, ...	1-76	675 00	384,110 00
187	206	Warren, ...	1-75	1,200 00	686,931 00
186	207	Rutland, ...	1-75	900 00	513,447 00
185	208	Monson, ...	1-75	1,600 00	916,185 00
188	209	Lynnfield, ...	1-74	600 00	345,356 00
250	210	Ludlow, ...	1-74	800 00	459,837 00
150	211	Milton, ...	1-73	3,000 00	1,733,127 00
126	212	Carver, ...	1-72	600 00	347,995 00
190	213	Billerica, ...	1-72	1,500 00	870,595 00
265	214	Templeton, ...	1-71	1,500 00	877,725 00
195	215	Gill, ...	1-70	500 00	293,207 00
196	216	Methuen, ...	1-70	1,800 00	1,059,148 45
256	217	West Brookfield, ...	1-70	900 00	528,764 00
197	218	Shelburne, ...	1-70	800 00	470,874 00
171	219	West Boylston, ...	1-69	900 00	531,117 00
199	220	Oakham, ...	1-69	700 00	413,351 00
204	221	Norton, ...	1-68	1,200 00	714,021 00
293	222	Windsor, ...	1-67	500 00	298,619 00
170	223	Tyringham, ...	1-67	400 00	239,086 00
179	224	Charlemont, ...	1-66	600 00	361,311 00
208	225	Norwich, ...	1-66	400 00	241,678 00
282	226	Lincoln, ...	1-66	800 00	482,822 00
209	227	Rehoboth, ...	1-65	1,139 35	689,206 00
215	228	Longmeadow, ...	1-65	1,400 00	845,966 00

SCHOOL RETURNS—1853-4.

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TOWNS.	Percentage of Valuation appropriated to Public Schools—each hundredth of millia	Appropriations, including the amount raised by taxes, income of surplus Revenue, and of similar Funds.	Valuation of 1850.
Bridgewater, ...	\$2,001-64	\$2,000 00	\$1,222,351 00
Brimfield, ...	1-64	1,100 00	672,008 00
Blackstone, ...	1-63	2,787 56	1,705,166 00
North Chelsea, ...	1-62	900 00	801,944 00
Tewksbury, ...	1-62	1,000 00	616,308 00
Ashfield, ...	1-62	850 00	525,901 00
Hinsdale, ...	1-61	650 00	403,324 00
Mount Washington, ...	1-61	150 00	93,402 00
Easthampton, ...	1-61	700 00	434,564 00
Watertown, ...	1-61	3,800 00	2,351,583 20
Northborough, ...	1-60	1,000 00	625,596 00
Southampton, ...	1-60	605 58	377,282 00
Royalston, ...	1-60	1,200 00	751,008 00
Orange, ...	1-60	1,100 00	686,974 00
Warwick, ...	1-59	724 50	454,605 00
Tolland, ...	1-59	321 00	202,555 00
Princeton, ...	1-58	1,000 00	631,911 00
Oxford, ...	1-57	1,500 00	955,645 00
Phillipston, ...	1-57	600 00	383,141 00
Wilmington, ...	1-56	625 00	399,643 00
Coleraine, ...	1-56	1,000 00	642,893 00
Westport, ...	1-55	2,248 18	1,451,080 00
Ashby, ...	1-55	900 00	580,860 00
Weston, ...	1-55	1,100 00	708,876 00
Wilbraham, ...	1-55	1,433 01	923,287 50
Enfield, ...	1-55	700 00	450,684 00
Williamstown, ...	1-54	1,500 00	973,309 00
Dudley, ...	1-54	1,000 00	651,391 00
Williamsburg, ...	1-54	1,000 00	647,359 00
Blandford, ...	1-54	794 16	516,896 00
Rowley, ...	1-53	700 00	456,089 37
Sutton, ...	1-53	1,500 00	977,822 00
Winchendon, ...	1-52	1,400 00	918,365 00
Holden, ...	1-52	1,200 00	787,834 50
Uxbridge, ...	1-52	1,721 00	1,129,366 50
West Stockbridge, ...	1-52	823 00	541,186 00
Peru, ...	1-52	300 00	197,142 00
Medfield, ...	1-52	700 00	459,846 00
Tyngsborough, ...	1-51	742 00	492,830 00
West Cambridge, ...	1-51	2,500 00	1,671,644 10
Petersham, ...	1-51	1,200 00	792,077 00
Holland, ...	1-50	200 00	141,897 00
Leverett, ...	1-50	400 00	266,704 00
Auburn, ...	1-50	600 00	399,896 00
Southborough, ...	1-50	900 00	598,407 60
Topsfield, ...	1-49	700 00	468,981 30
Charlton, ...	1-49	1,400 00	942,701 00
Whately, ...	1-48	650 00	438,772 00
Salem, ...	1-48	20,257 00	13,654,738 70
Westford, ...	1-47	1,200 00	814,078 00

BOARD OF EDUCATION.

For 1892-3.	For 1893-4.	TOWNS.	Percentage of Valuation appropriated to school purposes equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus Revenue, and of similar Funds.	Valuation of
83*	279	Northfield, ...	\$.001-47	\$1,066 00	\$726.68
268	280	Conway, ...	1-46	991 75	679.48
270	281	Worthington, ...	1-46	646 98	443.27
271	282	Spencer, ...	1-45	1,200 00	828.61
272	283	Andover, ...	1-44	4,500 00	3,131.15
274	284	New Braintree, ...	1-44	800 00	554.62
276	285	Hatfield, ...	1-42	1,000 00	706.28
279	286	Southbridge, ...	1-41	1,600 00	1,131.67
281	287	Townsend, ...	1-40	1,200 00	855.97
283	288	Mendon, ...	1-39	927 44	668.98
288	289	Prescott, ...	1-38	350 00	253.58
285	290	Egremont, ...	1-37	625 00	453.16
310	291	Alford, ...	1-37	300 00	219.77
289	292	Stockbridge, ...	1-36	1,000 00	733.87
318	293	Richmond, ...	1-36	500 00	367.05
291	294	Cheshire, ...	1-35	700 00	516.58
290	295	Pepperell, ...	1-35	1,000 00	740.83
298	296	Hamilton, ...	1-33	600 00	452.40
296	297	Bernardston, ...	1-33	500 00	375.36
308	298	Great Barrington, ...	1-33	1,718 40	1,288.17
295	299	Boylston, ...	1-33	600 00	450.98
294	300	Lenox, ...	1-33	700 00	524.50
297	301	Dalton, ...	1-33	600 00	451.24
299	302	Dartmouth, ...	1-32	3,000 00	2,279.94
300	303	Groton, ...	1-31	2,000 00	1,451.02
301	304	Chesterfield, ...	1-30	500 00	384.11
280	305	Shrewsbury, ...	1-27	1,000 00	788.83
306	306	Dunstable, ...	1-25	450 00	361.06
313	307	Leicester, ...	1-20	1,460 00	1,219.33
231	308	Adams, ...	1-17	2,020 50	1,724.48
309	309	Wendell, ...	1-16	450 00	389.20
311	310	Swanzey, ...	1-10	600 00	544.23
315	311	West Springfield, ...	1-08	1,800 00	1,661.64
305	312	Burlington, ...	1-04	300 00	287.86
210	313	Sheffield, ...	1-04	1,152 05	1,108.14
312	314	Hancock, ...	1-03	365 00	355.15
†	315	New Ashford, ...	1-00	100 00	99.96
317	316	Sudbury, ...	0-96	880 00	915.86
314	317	Boston, ...	0-95	203,326 55	213,310.06
316	318	Chilmark, ...	0-85	400 00	471.36
319	319†	Brookline, ...	0-76	4,107 73	5,436.85
127		Southwick, } Leyden, } Winthrop, } Swampscott, } Nahant, } West Roxbury, } Marion, } North Reading, } Lakeville, }	No returns. Included in N. Chelsea, " Lynn, " " " Roxbury, " Rochester, " Reading, " Middleboro',	- 400 00 1,400 00 700 00 7,800 00 600 00 900 00 1,000 00	{ 525.31 199.28

* Last year Northfield should have ranked 268, instead of 83.

† On page lxxix, the rank of Brookline is printed as 310, by mistake.

† No returns last year.

‡ Newly incorporated.

GRADUATED TABLES—SECOND SERIES.

*all the Towns in the respective Counties in the State
merically arranged, according to the percentage of their
property appropriated for the support of Public Schools,
year 1853-4.*

SUFFOLK COUNTY.

TOWNS.	Percentage of Val- ues appropriated to Public Schools, equivalent to mills and hundredths of mills.	Appropriations, in- cluding the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
HELSEA, . . .	\$0.02-59	\$9,000 00	\$3,475,161 00
North Chelsea,* . . .	1-62	900 00	801,944 00
Dorchester, . . .	0-95	203,326 55	213,310,067 00
Winthrop,† . . .	—	400 00	— —

ESSEX COUNTY.

LYNN,† . . .	4-97	18,500 00	4,148,989 00
Dorchester, . . .	3-72	2,500 00	672,410 07
Dorchester, . . .	3-29	7,800 00	2,369,251 95
Dorchester, . . .	3-20	1,600 00	499,507 50
Dorchester, . . .	3-11	10,302 00	3,312,779 10
Dorchester, . . .	3-05	1,500 00	491,917 50
Dorchester, . . .	2-95	6,000 00	2,033,990 60
Dorchester, . . .	2-68	6,021 17	2,243,497 00
Dorchester, . . .	2-26	2,401 00	1,062,792 50
Dorchester, . . .	2-26	800 00	354,409 00
Dorchester, . . .	2-09	4,500 00	2,156,012 85
Dorchester, . . .	2-05	1,300 00	633,895 20
Dorchester, . . .	2-03	630 00	310,417 00
Dorchester, . . .	2-02	1,445 46	715,213 00
Dorchester, . . .	2-01	741 00	368,278 00
Dorchester, . . .	1-99	1,150 00	578,671 10
Dorchester, . . .	1-98	786 25	397,079 00
Dorchester, . . .	1-96	2,000 00	1,020,425 00
Dorchester, . . .	1-95	2,000 00	1,023,861 83
Dorchester, . . .	1-88	10,000 00	5,390,069 55
Dorchester, . . .	1-83	11,000 00	6,003,716 20
Dorchester, . . .	1-81	1,200 00	663,155 30

Winthrop. † Included in North Chelsea. ‡ Including Swampscott and Nahant.

BOARD OF EDUCATION.

ESSEX COUNTY—CONTINUED.

For 1892-3.	For 1893-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1892.
20	23	Boxford, ...	\$8.001-77	\$951 72	\$538,288 67
21	24	Lynnfield, ...	1-74	600 00	345,356 00
23	25	Methuen, ...	1-70	1,800 00	1,059,148 45
25	26	Rowley, ...	1-53	700 00	456,089 37
27	27	Topsfield, ...	1-49	700 00	468,981 30
29	28	Salem, ...	1-48	20,257 00	13,654,738 70
28	29	Andover, ...	1-44	4,500 00	3,131,122 75
30	30	Hamilton, ...	1-33	600 00	452,403 00
		Swampscott,*	-	1,400 00	-
		Nahant,*	-	700 00	-

MIDDLESEX COUNTY.

1	1	WINCHESTER, ...	3-85	2,500 00	649,346 00
5	2	Natick, ...	3-60	3,300 00	916,210 00
15	3	Melrose, ...	3-59	1,813 64	505,098 00
2	4	Somerville, ...	3-42	7,185 00	2,102,631 00
3	5	South Reading, ...	3-31	2,500 00	755,019 00
20	6	Stoneham, ...	2-91	1,400 00	481,862 00
7	7	Charlestown, ...	2-89	24,900 00	8,624,690 00
23	8	Waltham, ...	2-88	5,800 00	2,778,446 50
6	9	Bedford, ...	2-83	992 63	350,999 00
4	10	Hopkinton, ...	2-82	2,500 00	887,091 50
8	11	Ashland, ...	2-78	1,130 00	407,121 00
11	12	Reading,†	2-71	2,000 00	1,071,042 00
10	13	Holliston, ...	2-68	2,200 00	821,596 00
9	14	Lowell, ...	2-67	45,000 00	16,866,919 10
12	15	Malden, ...	2-48	4,300 00	1,731,662 40
14	16	Cambridge, ...	2-42	25,627 47	10,608,787 70
17	17	Brighton, ...	2-39	3,900 00	1,634,725 00
22	18	Frammingham, ...	2-25	4,300 00	1,910,613 00
16	19	Littleton, ...	2-23	1,050 00	471,879 00
27	20	Newton, ...	2-22	7,000 00	3,157,340 00
13	21	Concord, ...	2-19	2,750 00	1,262,803 20
18	22	Lexington, ...	2-14	2,500 00	1,170,428 00
26	23	Woburn, ...	2-13	4,174 33	1,962,577 00
37	24	Shirley, ...	2-11	1,200 00	569,910 00
19	25	Chelmsford, ...	2-09	2,000 00	958,369 00
33	26	Boxborough, ...	2-08	500 00	239,712 00
21	27	Acton, ...	2-03	1,100 00	541,225 00
24	28	Medford, ...	2-00	4,800 00	2,409,333 00
32	29	Dracut, ...	2-00	1,400 00	700,182 00
29	30	Sherborn, ...	1-98	1,025 00	516,983 00
30	31	Marlborough, ...	1-89	2,220 00	1,172,267 00
25	32	Wayland, ...	1-88	900 00	479,084 00

* Included in Lynn.

† Including North Reading.

SCHOOL RETURNS—1853-4.

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MIDDLESEX COUNTY—CONTINUED.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus property, and of similar funds.	Valuation of 1850.
28	33	Carlisle, ...	\$,001-85	\$600 00	\$323,524 00
36	34	Stowe, ...	1-76	1,100 00	623,390 00
31	35	Billerica, ...	1-72	1,500 00	870,595 00
45	36	Lincoln, ...	1-66	800 00	482,822 00
35	37	Tewksbury, ...	1-62	1,000 00	616,308 00
43	38	Watertown, ...	1-61	3,800 00	2,351,583 20
38	39	Wilmington, ...	1-56	625 00	399,643 00
39	40	Ashby, ...	1-55	900 00	580,860 00
40	41	Weston, ...	1-55	1,100 00	708,876 00
34	42	Tyngsborough, ...	1-51	742 00	492,830 00
42	43	West Cambridge, ...	1-51	2,500 00	1,671,644 10
41	44	Westford, ...	1-47	1,200 00	814,078 00
44	45	Townsend, ...	1-40	1,200 00	855,970 00
46	46	Pepperell, ...	1-35	1,000 00	740,823 80
47	47	Groton, ...	1-31	2,000 00	1,451,025 00
49	48	Dunstable, ...	1-25	450 00	361,061 00
48	49	Burlington, ...	1-04	300 00	287,868 00
50	50	Sudbury, ...	0-96	880 00	915,867 00
		North Reading,*	—	900 00	—

WORCESTER COUNTY.

1	1	MILFORD, ...	3-93	4,500 00	1,144,721 00
7	2	Athol, ...	2-82	1,800 00	639,384 00
2	3	Clinton, ...	2-55	2,316 53	909,148 00
3	4	Webster, ...	2-49	2,000 00	801,934 00
17	5	Northbridge, ...	2-39	1,500 00	627,979 70
6	6	Lancaster, ...	2-37	1,600 00	674,224 00
8	7	Fitchburg, ...	2-30	4,700 00	2,039,864 60
20	8	North Brookfield, ...	2-30	1,500 00	651,332 00
4	9	Bolton, ...	2-28	1,200 00	525,254 00
18	10	Millbury, ...	2-23	2,200 00	985,030 00
11	11	Grafton, ...	2-21	3,000 00	1,356,063 00
9	12	Ashburnham, ...	2-20	1,500 00	681,420 00
13	13	Brookfield, ...	2-18	1,376 74	632,064 00
10	14	Paxton, ...	2-14	639 08	298,714 00
12	15	Dana, ...	2-08	440 00	211,123 00
28	16	Westborough, ...	2-08	1,600 00	768,499 50
14	17	Westminster, ...	2-05	1,500 00	732,784 00
15	18	Upton, ...	2-00	1,200 00	601,308 00
5	19	Douglas, ...	1-98	1,344 28	678,709 00
19	20	Hubbardston, ...	1-98	1,272 00	643,503 00
35	21	Lunenburg, ...	1-89	1,200 00	636,547 00
32	22	Sterling, ...	1-87	1,500 00	801,310 00

* Included in Reading.

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

For 1892-3.	For 1893-4.	TOWNS.	Percentage of Value assessed to Public Schools, equivalent to mills and hundredths of mills.	Appropriations, in- cluding the sum raised by taxes, Income of Surplus Revenue, and of similar Funds.	Valuation of 1894.
33	23	Barre, ...	\$.001-82	\$2,600 00	\$1,430,964 00
22	24	Berlin, ...	1-81	500 00	276,330 00
38	25	Hardwick, ...	1-81	1,500 00	829,396 00
30	26	Harvard, ...	1-80	1,336 00	741,352 00
31	27	Worcester, ...	1-80	20,000 00	11,085,506 70
23	28	Gardner, ...	1-79	1,000 00	558,389 00
26	29	Leominster, ...	1-79	2,227 00	1,244,051 10
49	30	Sturbridge, ...	1-77	1,500 00	846,330 00
24	31	Rutland, ...	1-75	900 00	513,447 00
25	32	Warren, ...	1-75	1,200 00	686,931 00
46	33	Templeton, ...	1-71	1,500 00	877,725 00
43	34	West Brookfield, ...	1-70	900 00	528,764 00
21	35	West Boylston, ...	1-69	900 00	531,117 00
27	36	Oakham, ...	1-69	700 00	413,351 00
54	37	Blackstone, ...	1-63	2,787 56	1,705,166 00
16	38	Northborough, ...	1-60	1,000 00	625,596 00
34	39	Royalston, ...	1-60	1,200 00	751,008 00
29	40	Princeton, ...	1-58	1,000 00	631,911 00
36	41	Oxford, ...	1-57	1,500 00	955,645 00
37	42	Phillipston, ...	1-57	600 00	383,141 00
53	43	Dudley, ...	1-54	1,000 00	651,391 00
39	44	Sutton, ...	1-53	1,500 00	977,822 00
40	45	Winchendon, ...	1-52	1,400 00	918,365 00
41	46	Holden, ...	1-52	1,200 00	787,834 50
57	47	Uxbridge, ...	1-52	1,721 00	1,129,366 50
42	48	Petersham, ...	1-51	1,200 00	792,077 00
44	49	Auburn, ...	1-50	600 00	399,896 00
45	50	Southborough, ...	1-50	900 00	598,407 00
56	51	Charlton, ...	1-49	1,400 00	942,701 00
47	52	Spencer, ...	1-45	1,200 00	828,611 00
48	53	New Braintree, ...	1-44	800 00	554,624 00
50	54	Southbridge, ...	1-41	1,600 00	1,131,673 00
52	55	Mendon, ...	1-39	927 44	668,939 00
55	56	Boylston, ...	1-33	600 00	450,982 00
51	57	Shrewsbury, ...	1-27	1,000 00	788,836 00
58	58	Leicester, ...	1-20	1,460 00	1,219,330 00

HAMPSHIRE COUNTY.

1	1	GREENWICH, ...	2-63	600 00	228,570 00
4	2	South Hadley, ...	2-56	1,700 00	663,482 00
2	3	Ware, ...	2-44	2,700 00	1,108,228 00
10	4	Pelham, ...	2-33	500 00	214,606 00

SCHOOL RETURNS—1853-4.

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HAMPSHIRE COUNTY—CONTINUED.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, license, and of similar funds.	Valuation of 1850.
15	5	Hadley, . . .	\$.002-32	\$2,100 00	\$904,424 00
5	6	Granby, . . .	2-15	850 00	395,537 00
13	7	Amherst, . . .	2-11	2,500 00	1,187,267 00
6	8	Plainfield, . . .	2-10	600 00	286,006 00
7	9	Westhampton, . . .	2-09	450 00	215,719 00
3	10	Cummington, . . .	2-00	750 00	375,196 00
8	11	Northhampton, . . .	2-00	5,000 00	2,504,144 00
9	12	Middlefield, . . .	1-97	590 00	299,904 00
14	13	Goshen, . . .	1-96	350 00	178,995 00
11	14	Belchertown, . . .	1-93	1,600 00	830,356 00
16	15	Norwich, . . .	1-66	400 00	241,678 00
17	16	Easthampton, . . .	1-61	700 00	434,564 00
12	17	Southampton, . . .	1-60	605 58	377,282 00
18	18	Enfield, . . .	1-55	700 00	450,684 00
19	19	Williamsburg, . . .	1-54	1,000 00	647,359 00
20	20	Worthington, . . .	1-46	646 98	443,273 00
21	21	Hatfield, . . .	1-42	1,000 00	706,290 00
22	22	Prescott, . . .	1-38	350 00	253,561 00
23	23	Chesterfield, . . .	1-30	500 00	384,115 00

HAMPDEN COUNTY.

1	1	CHICOPEE, . . .	2-37	8,153 87	3,442,597 00
7	2	Palmer, . . .	2-11	2,544 50	1,208,435 67
2	3	Springfield, . . .	2-02	12,874 82	6,375,453 50
3	4	Westfield, . . .	1-92	3,000 00	1,563,758 00
4	5	Chester, . . .	1-89	800 00	423,265 00
5	6	Montgomery, . . .	1-88	300 00	159,691 00
6	7	Wales, . . .	1-84	400 00	217,938 00
8	8	Russell, . . .	1-79	300 00	167,528 00
17	9	Holyoke, . . .	1-77	3,200 00	1,812,854 00
12	10	Granville, . . .	1-76	675 00	384,110 00
9	11	Monson, . . .	1-75	1,600 00	916,185 60
14	12	Ludlow, . . .	1-74	800 00	459,837 00
10	13	Longmeadow, . . .	1-65	1,400 00	845,966 00
16	14	Brimfield, . . .	1-64	1,100 00	672,008 00
11	15	Tolland, . . .	1-59	321 00	202,555 00
18	16	Wilbraham, . . .	1-55	1,433 01	923,267 50
13	17	Blandford, . . .	1-54	794 16	516,896 00
15	18	Holland, . . .	1-50	200 00	141,897 00
19	19	West Springfield, . . .	1-08	1,800 00	1,661,640 50
20	20	Southwick, . . .	No returns.	-	525,318 00

BOARD OF EDUCATION.

FRANKLIN COUNTY.

For 1892-3.	For 1893-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of singular Funds.	Valuation of 1900.
1	1	BUCKLAND, . . .	\$0.004-73	\$1,077 75	\$227,773 00
2	2	Montague, . . .	2-63	1,172 00	447,222 00
12	3	Erving, . . .	2-60	403 00	154,821 00
10	4	Sunderland, . . .	2-53	800 00	316,442 00
4	5	New Salem, . . .	2-43	1,000 00	410,657 00
5	6	Shutesbury, . . .	2-42	600 00	248,125 00
7	7	Rowe, . . .	2-32	500 00	215,432 00
8	8	Heath, . . .	2-28	600 00	263,640 00
6	9	Greenfield, . . .	2-24	2,400 00	1,072,889 00
18	10	Deerfield, . . .	1-88	1,897 50	1,009,306 00
13	11	Hawley, . . .	1-83	500 00	273,212 00
3	12	Monroe, . . .	1-83	106 50	60,538 00
15	13	Gill, . . .	1-70	500 00	293,207 00
16	14	Shelburne, . . .	1-70	800 00	470,874 00
14	15	Charlemont, . . .	1-66	600 00	361,311 00
19	16	Ashfield, . . .	1-62	850 00	525,901 00
20	17	Orange, . . .	1-60	1,100 00	686,974 00
22	18	Warwick, . . .	1-59	724 50	454,605 00
21	19	Coleraine, . . .	1-56	1,000 00	642,893 00
17	20	Leverett, . . .	1-50	400 00	266,704 00
23	21	Whately, . . .	1-48	650 00	438,772 00
9*	22	Northfield, . . .	1-47	1,066 00	726,681 00
24	23	Conway, . . .	1-46	991 75	679,492 00
25	24	Bernardston, . . .	1-33	500 00	375,366 00
26	25	Wendell, . . .	1-16	450 00	389,204 00
11	26	Leyden, . . .	No	returns.	199,268 00

BERKSHIRE COUNTY.

1	1	LEE, . . .	2-74	2,649 89	966,320 00
2	2	Florida, . . .	2-41	350 00	145,049 00
8	3	Sandisfield, . . .	2-38	1,101 75	463,328 00
3	4	Savoy, . . .	2-34	402 00	171,586 00
7	5	New Marlborough, . . .	2-17	1,077 55	495,871 00
6	6	Clarksburg, . . .	2-11	200 00	94,835 00
5	7	Becket, . . .	2-08	652 50	313,915 00
4	8	Monterey, . . .	2-05	467 40	227,960 00
9	9	Otis, . . .	2-04	650 00	319,400 00
12	10	Washington, . . .	1-91	450 00	236,195 00
20	11	Lanesborough, . . .	1-90	954 20	501,445 00
11	12	Pittsfield, . . .	1-88	5,000 00	2,660,744 00
24	13	Windsor, . . .	1-67	500 00	298,619 00
14	14	Tyringham, . . .	1-67	400 00	239,066 00

* For 1892-3, Northfield should rank 24 instead of 9.

SCHOOL RETURNS—1853-4.

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BERKSHIRE COUNTY—CONTINUED.

For 1853-4.	TOWNS.	Percentage of Value- ann appropriated to Public Schools, equivalent to mills and hundredths of mills.	Appropriations, in- cluding the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
5	Hinsdale, . . .	\$0.001-61	\$650 00	\$403,324 00
6	Mount Washington, . .	1-61	150 00	93,402 00
7	Williamstown, . . .	1-54	1,500 00	973,309 00
8	Peru, . . .	1-52	300 00	197,142 00
9	West Stockbridge, . .	1-52	823 00	541,186 00
10	Egremont, . . .	1-37	625 00	453,165 00
11	Alford, . . .	1-37	300 00	219,734 00
12	Stockbridge, . . .	1-36	1,000 00	733,871 40
13	Richmond, . . .	1-36	500 00	367,058 00
14	Cheshire, . . .	1-35	700 00	516,586 50
15	Lenox, . . .	1-33	700 00	524,500 90
16	Dalton, . . .	1-33	600 00	451,247 00
17	Great Barrington, . .	1-33	1,718 40	1,288,176 00
18	Adams, . . .	1-17	2,020 50	1,724,484 00
19	Sheffield, . . .	1-04	1,152 05	1,108,145 00
20	Hancock, . . .	1-03	365 00	355,151 00
21	New Ashford, . . .	1-00	100 00	99,966 00

NORFOLK COUNTY.

1	QUINCY, . . .	3-16	6,600 00	2,085,625 38
2	Medway, . . .	3-11	2,700 00	867,176 00
3	Weymouth, . . .	3-03	5,200 00	1,714,014 75
4	Stoughton, . . .	2-74	3,000 00	1,093,296 00
5	Dedham, . . .	2-56	7,685 00	2,999,518 87
6	Roxbury,* . . .	2-55	26,891 51	13,613,731 50
7	Walpole, . . .	2-46	2,000 00	812,984 50
8	Cohasset, . . .	2-41	1,800 00	746,872 68
9	Wrentham, . . .	2-31	2,591 80	1,121,721 00
0	Foxborough, . . .	2-16	1,400 00	648,072 75
1	Braintree, . . .	2-09	2,200 00	1,054,783 30
2	Sharon, . . .	2-04	1,120 00	548,452 25
3	Dover, . . .	2-03	600 00	295,704 00
4	Needham, . . .	1-89	1,510 00	799,789 75
5	Franklin, . . .	1-85	1,200 00	648,436 00
6	Bellingham, . . .	1-82	940 63	517,797 87
7	Dorchester, . . .	1-80	12,235 00	6,785,916 46
8	Randolph, . . .	1-80	3,000 00	1,663,428 25
9	Canton, . . .	1-80	2,500 00	1,387,372 75
0	Milton, . . .	1-73	3,000 00	1,733,127 00
1	Medfield, . . .	1-52	700 00	459,846 00
2	Brookline, . . .	0-76	4,107 73	5,436,854 50
3	West Roxbury,† . .	-	7,800 00	- -

*Including West Roxbury.

†Included in Roxbury.

BOARD OF EDUCATION.

BRISTOL COUNTY.

For 1932-3.	For 1933-4.	TOWNS.	Percentage of Valuation appropriated for the school fund, equivalent to mills and hundredths of mills.	Appropriations, including the amount raised by taxes, Income of Surplus Revenue, and of similar Funds.	Valuation of 1932.
1	1	ATTLEBOROUGH,	\$.004-24	\$4,404 59	\$1,038,000 00
3	2	Pawtucket, ...	3-05	2,800 00	916,587 00
4	3	Mansfield, ...	2-92	1,105 12	378,902 00
2	4	Taunton, ...	2-65	9,800 00	3,701,472 00
10	5	Berkley, ...	2-30	600 00	261,405 00
6	6	Dighton, ...	2-27	1,175 00	517,487 00
17	7	Somerset, ...	2-16	1,000 00	463,495 00
5	8	Easton, ...	2-12	1,500 00	707,887 00
7	9	Seekonk, ...	2-07	1,442 00	695,324 00
16	10	New Bedford, ...	2-00	29,054 59	14,489,266 00
11	11	Fall River, ...	1-97	12,000 00	6,091,250 00
9	12	Raynham, ...	1-94	1,000 00	514,908 00
8	13	Fairhaven, ...	1-85	6,000 00	3,248,990 00
12	14	Freetown, ...	1-77	1,000 00	565,096 00
13	15	Norton, ...	1-68	1,200 00	714,021 00
14	16	Rehoboth, ...	1-65	1,139 35	689,206 00
15	17	Westport, ...	1-55	2,248 18	1,451,080 00
18	18	Dartmouth, ...	1-32	3,000 00	2,279,942 00
19	19	Swanzy, ...	1-10	600 00	544,232 00

PLYMOUTH COUNTY.

2	1	ABINGTON, ...	3-41	5,000 00	1,466,878 00
4	2	Plymouth, ...	3-14	7,760 00	2,473,123 00
7	3	North Bridgewater, . .	2-88	3,000 00	1,043,150 00
13	4	Wareham, ...	2-66	2,400 00	901,603 00
5	5	Pembroke, ...	2-61	1,152 00	440,917 00
6	6	Middleborough,*	2-49	3,000 00	1,603,928 00
14	7	Hingham, ...	2-44	3,829 69	1,570,886 00
1	8	Hanson, ...	2-39	900 00	376,786 00
12	9	Duxbury, ...	2-34	2,516 15	1,076,363 00
9	10	Halifax, ...	2-34	600 00	255,884 00
10	11	West Bridgewater, . . .	2-32	1,200 00	516,955 00
11	12	South Scituate, ...	2-27	1,700 00	747,414 00
20	13	Hull, ...	2-27	268 00	117,823 00
3	14	Scituate, ...	2-26	1,500 00	664,955 00
15	15	Rochester,†	2-20	2,000 00	1,181,629 00
8	16	Hanover, ...	2-18	1,200 00	550,089 00
16	17	Marshfield, ...	2-16	1,400 00	643,191 00
18	18	Kingston, ...	1-91	1,633 00	853,645 00
19	19	East Bridgewater, . . .	1-84	1,500 00	814,600 00
21	20	Plympton, ...	1-82	600 00	330,503 00
17	21	Carver, ...	1-72	600 00	347,995 00
22	22	Bridgewater, ...	1-64	2,000 00	1,222,351 00
23	23	Marion,†	-	600 00	- -
24	24	Lakeville, ...	-	1,000 00	- -

* Including Lakeville.

† Including Marion.

‡ Included in Rochester.

(Included in Middleborough.

SCHOOL RETURNS—1853-4.

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BARNSTABLE COUNTY.

For 1852-3.	For 1853-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus, interest, and of similar Funds.	Valuation of 1850.
1	1	WELLFLEET, . . .	\$8.005-40	\$1,590 00	\$294,228 00
11	2	Truro, ...	3-54	1,300 00	367,199 50
3	3	Eastham, ...	3-39	630 00	185,714 50
2	4	Orleans, ...	3-38	1,100 00	325,576 30
5	5	Provincetown, ...	3-37	3,520 00	1,043,135 00
8	6	Yarmouth, ...	3-35	2,500 00	746,587 95
4	7	Brewster, ...	2-99	1,000 00	334,827 45
6	8	Harwich, ...	2-86	1,500 00	524,699 75
9	9	Barnstable, ...	2-68	4,098 90	1,522,871 00
10	10	Sandwich, ...	2-57	3,374 95	1,314,391 15
12	11	Falmouth, ...	2-22	2,121 81	954,466 75
7	12	Chatham, ...	2-06	1,000 00	484,718 25
13	13	Dennis, ...	1-88	1,500 00	798,934 14

DUKES COUNTY.

2	1	EDGARTOWN, . . .	2-24	1,500 00	670,834 00
1	2	Tisbury, ...	2-16	1,200 00	555,806 00
3	3	Chilmark, ...	0-85	400 00	471,365 00

NANTUCKET COUNTY.

		NANTUCKET, . . .	2-14	9,850 00	4,595,362 00
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BOARD OF EDUCATION.

A GRADUATED TABLE.—SECOND SERIES.

The different Counties in the State, numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1853-4.

For 1853-54	COUNTIES.	Percentage of Valuable property and taxable land in the State, equivalent to mills and hundredths of mills.	Amount of money raised for the support of Public Schools.	Income of Surplus funds, and of the proceeds of the sale of land, appropriated for Public Schools.	TOTAL.	Valuation of 1850.	Amount contributed for board and fuel.
1	BARNSTABLE.	\$.002-84	\$23,300 00	\$1,935 66	\$25,235 66	\$6,807,349 74	\$4,979 44
2	Plymouth.	2-45	46,790 69	568 15	47,358 84	19,200,668 00	1,868 88
3	Middlesex.	2-36	196,472 44	92 63	196,565 07	83,264,719 50	868 79
4	Essex.	2-23	124,767 25	1,618 35	126,385 60	56,550,466 89	117 00
5	Norfolk.	2-14	100,119 24	662 13	100,781 37	47,034,531 56	1,012 25
6	Bristol.	2-07	80,339 30	729 53	81,068 83	39,243,560 00	2,612 76
7	Hampshire.	1-97	28,700 00	493 56	26,192 56	13,331,240 00	4,087 19
8	Nantucket.	1-93	9,850 00	—	9,850 00	4,595,362 00	—
9	Franklin.	1-88	20,786 00	303 00	21,089 00	11,211,309 00	5,098 76
10	Worcester.	1-86	102,315 53	932 10	103,247 63	55,497,794 00	1,179 15
11	Hampden.	1-84	30,628 87	2,067 49	41,696 36	22,621,220 77	5,930 04
12	Dukes.	1-83	3,100 00	—	3,100 00	1,698,005 00	62 00
13	Berkshire.	1-63	26,762 39	1,296 85	28,059 24	17,197,607 00	10,230 04
14	Suffolk.	0-98	213,626 55	—	213,626 55	217,587,172 00	—

AGGREGATE FOR THE STATE.

14 Counties.	1-71	1,013,472 26	10,698 45	1,024,170 71	597,936,995 46	38,061 30
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*range of the Counties, according to their appropriations,
including Voluntary Contributions.*

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, Voluntary Contributions of board and being included in the amount raised by Tax, embracing the Income of the plus Revenue, as severally given in the previous Table, the order of precedence will be as follows:—

For 1853-4.	COUNTIES.	Percentage of Valuation—equivalent to mills and hundredths of mills.
1	Barnstable, ...	\$8003-40
2	Plymouth, ...	2-56
3	Middlesex, ...	2-37
4	Franklin, ...	2-34
5	Hampshire, ...	2-27
6	Essex, ...	2-24
7	Berkshire, ...	2-23
8	Norfolk, ...	2-16
9	Nantucket, ...	2-14
10	Bristol, ...	2-13
11	Hampden, ...	2-11
12	Worcester, ...	1-88
13	Dukes, ...	1-86
14	Suffolk, ...	0-96
Aggregate for the State, ...		1-78

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the Returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. In some cases, the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases, where without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is more than 100 per cent. This result, supposing the registers to have been properly kept, and the returns correctly made, is to be thus explained:—the mean average attendance upon all the Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

Teachers and committees are sometimes not sufficiently careful to secure an accurate return of the average attendance. On this account it is not claimed that the towns, in all cases, are entitled to the exact precedence given them in the Table. They may not be thus entitled by the actual attendance, while they are so according to the returns.

GRADUATED TABLES—THIRD SERIES.

in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children, in the Public Schools, for the year 1853-4.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
LYHAM, .	162	179	1.10-49	36 Westborough,	476	411	.86-34
Chorrough, .	83	87	1.04-82	37 Shrewsbury, .	270	232	.85-93
Minster, .	581	601	1.03-44	38 Hopkinton, .	673	578	.85-88
Uxham, .	213	219	1.02-82	39 Ashburnham,	457	392	.85-78
Rose, .	332	331	.99-70	40 Nahant, .	41	35	.85-37
Uxwick, .	203	202	.99-51	41 Sharon, .	237	202	.85-23
Uxmsford, .	436	426	.97-71	42 Wayland, .	223	190	.85-20
Uxalston, .	313	305	.97-44	43 Petersham, .	323	275	.85-14
Uxre, .	572	549	.95-98	44 Greenwich, .	172	146	.84-88
Uxrdwick, .	275	260	.94-55	45 Charlton, .	405	343	.84-69
Uxnceton, .	276	260	.94-20	46 Billerica, .	344	290	.84-30
Uxncord, .	343	320	.93-29	47 Ashby, .	265	223	.84-15
Uxrich, .	222	207	.93-24	48 Ashland, .	290	244	.84-14
Uxriou, .	199	185	.92-97	49 Bellingham, .	289	243	.84-08
Uxllipston, .	171	159	.92-98	50 Hubbardston,	457	384	.84-03
Uxwmsend, .	425	394	.92-71	51 North Chelsea,	125	105	.84-00
Brookfield,	449	415	.92-43	52 N. Braintree,	175	147	.84-00
Uxcoln, .	120	109	.90-83	53 Hawley, .	206	173	.83-98
Uxnchester, .	268	243	.90-67	54 Shelburne, .	275	230	.83-64
Uxlland, .	73	66	.90-41	55 Pepperell, .	333	277	.83-18
Uxfton, .	747	674	.90-23	56 Athol, .	410	341	.83-17
Uxscut, .	309	278	.89-97	57 Dana, .	181	150	.82-87
Ux infield, .	162	145	.89-51	58 Blandford, .	314	260	.82-80
Uxshen, .	104	93	.89-42	59 Eastham, .	168	139	.82-74
Uxver, .	100	89	.89-00	60 Bedford, .	196	162	.82-65
Uxston, .	160	142	.88-75	61 Gardner, .	410	338	.82-44
Uxanthrop, .	52	46	.88-46	62 Dunstable, .	108	89	.82-41
Uxverett, .	214	188	.87-85	63 Raynham, .	323	266	.82-35
Uxlpole, .	372	326	.87-63	64 Newton, .	1,015	835	.82-27
Uxwe, .	282	247	.87-59	65 Bolton, .	253	208	.82-21
Uxdham, .	794	695	.87-53	66 Sterling, .	390	320	.82-05
Uxnterey, .	133	116	.87-22	67 Charlestown, .	3,455	2,832	.81-97
Uxleton, .	164	143	.87-20	68 Heath, .	188	154	.81-91
Uxton, .	356	310	.87-08	69 Tisbury, .	398	325	.81-66
Cambridge,	345	298	.86-38	70 Orange, .	376	307	.81-65

BOARD OF EDUCATION.

TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
71	Monroe, .	54	44	.81-48	119	Rowe, .	155	119
72	Easton, .	517	421	.81-43	120	Fitchburg, .	1,006	772
73	Cambridge, .	3,343	2,720	.81-36	121	Abington, .	1,148	880
74	S. Reading, .	492	400	.81-30	122	Berkley, .	205	157
75	Provincetown, .	675	547	.81-04	123	Methuen, .	444	340
76	Gill, .	163	132	.80-98	124	Wellfleet, .	542	411
77	Lunenburg, .	255	206	.80-78	125	New Salem, .	315	24
78	Templeton, .	501	404	.80-64	126	Frammingham, .	773	59
79	Hadley, .	421	339	.80-52	127	Montague, .	356	27
80	Reading, .	415	334	.80-48	128	Worthington, .	271	20
81	Winchendon, .	435	350	.80-46	129	Wrentham, .	715	54
82	Chester, .	305	245	.80-33	130	Rehoboth, .	417	31
83	Dighton, .	353	283	.80-17	131	Carlisle, .	126	9
84	Rutland, .	282	226	.80-14	132	Barnardston, .	226	17
85	Amesbury, .	562	450	.80-07	133	W. Boylston, .	364	27
86	Holden, .	464	371	.79-96	134	Mendon, .	275	20
87	Foxborough, .	404	323	.79-95	135	Lakeville, .	233	17
88	Harvard, .	289	231	.79-93	136	New Bedford, .	3,423	2,600
89	Middlefield, .	149	119	.79-84	137	Bridgewater, .	568	43
90	Sunderland, .	203	162	.79-80	138	Auburn, .	190	14
91	Peru, .	99	79	.79-80	139	Watertown, .	604	45
92	Holliston, .	582	464	.79-73	140	Chelsea, .	1,493	1,120
93	Amherst, .	626	499	.79-71	141	Norton, .	382	28
94	Medford, .	871	694	.79-68	142	Granby, .	194	14
95	Coleraine, .	437	348	.79-63	143	Gloucester, .	1,753	1,310
96	Swampscott, .	248	197	.79-44	144	Westhampton, .	128	9
97	Weymouth, .	1,137	903	.79-42	145	Wales, .	136	10
98	Boylston, .	222	176	.79-28	146	Somerville, .	882	66
99	Hanson, .	222	176	.79-28	147	Lancaster, .	352	26
100	Shutesbury, .	216	171	.79-17	148	Buckland, .	310	23
101	Middleboro', .	824	651	.79	149	Yarmouth, .	516	38
102	Fairhaven, .	1,060	834	.78-68	150	Warren, .	323	24
103	Medway, .	608	478	.78-62	151	Otis, .	202	15
104	Acton, .	353	277	.78-47	152	Lynn, .	2,864	2,120
105	Georgetown, .	361	283	.78-39	153	Orleans, .	463	34
106	Cummington, .	240	188	.78-33	154	Quincy, .	1,148	850
107	Sandisfield, .	294	230	.78-23	155	Windsor, .	227	16
108	Cohasset, .	349	273	.78-22	156	Edgartown, .	412	30
109	Waltham, .	889	694	.78-07	157	Lexington, .	385	28
110	Hatfield, .	196	153	.78-06	158	Enfield, .	390	28
111	Douglas, .	386	301	.77-98	159	Plymouth, .	1,314	97
112	Malden, .	726	566	.77-96	160	Saugus, .	322	23
113	Brighton, .	475	370	.77-89	161	Roxbury, .	3,247	2,370
114	Danvers, .	1,806	1,406	.77-85	162	South Hadley, .	241	17
115	Kingston, .	292	227	.77-74	163	Boxford, .	211	15
116	Brimfield, .	256	198	.77-34	164	Sutton, .	496	37
117	Boston, .	24,205	18,710	.77-30	165	Russell, .	111	8
118	Scituate, .	484	374	.77-27	166	Halifax, .	166	12

SCHOOL RETURNS—1853-4.

xc

	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
d, .	2,253	1,642	.72-88	215 Manchester, .	373	251	.67-29
. .	338	246	.72-78	216 Chicopee, .	1,388	933	.67-22
. .	393	285	.72-52	217 E. Bridgewater, .	582	391	.67-18
igh, .	709	514	.72-50	218 Northbridge, .	458	307	.67-03
. .	560	406	.72-50	219 Milton, .	472	316	.66-95
. .	650	471	.72-46	220 Dennis, .	835	559	.66-95
ugh, .	264	191	.72-35	221 Sturbridge, .	536	357	.66-60
. .	1,389	1,004	.72-28	222 Westford, .	320	213	.66-56
ry, .	676	488	.72-19	223 Greenfield, .	563	374	.66-43
. .	553	399	.72-15	224 Braintree, .	728	483	.66-35
field, .	287	207	.72-13	225 Cheshire, .	285	189	.66-32
. .	114	82	.71-93	226 Northfield, .	399	264	.66-17
. .	5,889	4,232	.71-86	227 Tyngsboro, .	201	133	.66-12
. .	269	193	.71-75	228 Westminster, .	448	296	.66-07
. .	591	424	.71-74	229 Canton, .	635	419	.65-98
. .	215	153	.7-16	230 Granville, .	284	187	.65-85
. .	273	194	.71-06	231 Seekonk, .	469	308	.65-67
. .	507	360	.71-01	232 Rockport, .	786	515	.65-52
. .	1,090	772	.70-83	233 Plympton, .	222	145	.65-32
. .	681	482	.70-78	234 Northampton, .	1,129	736	.65-19
. .	4,280	3,028	.70-75	235 Westfield, .	950	618	.65-05
wn, .	190	134	.70-53	236 Prescott, .	177	115	.64-97
. .	606	426	.70-30	237 Egremont, .	208	135	.64-90
. .	353	248	.70-25	238 Lee, .	820	532	.64-88
. .	299	210	.70-23	239 Brookfield, .	338	219	.64-79
ld, .	230	161	.70	240 Andover, .	1,414	916	.64-78
. .	406	284	.69-95	241 Millbury, .	550	356	.64-73
. .	612	428	.69-93	242 Tolland, .	118	76	.64-41
. .	695	484	.69-64	543 Harwich, .	963	620	.64-38
. .	167	116	.69-46	244 Erving, .	101	65	.64-36
r, .	1,798	1,247	.69-39	245 Wilbraham, .	496	319	.64-31
low, .	249	172	.69-08	246 Duxbury, .	526	338	.64-26
. .	280	193	.68-93	247 Essex, .	300	192	.64
ig, .	215	148	.68-84	248 Chilmark, .	150	96	.64
. .	602	414	.68-77	249 Tyngsborough .	205	131	.63-90
l, .	364	250	.68-68	250 Mansfield, .	421	268	.63-66
burg, .	337	231	.68-55	251 N. Marlboro', .	360	229	.63-61
. .	528	361	.68-37	252 Pittsfield, .	1,385	879	.63-47
e, .	362	247	.68-23	253 Lawrence, .	1,869	1,185	.63-40
. .	806	549	.68-11	254 Hinsdale, .	270	171	.63-33
. .	310	211	.68-06	255 Newburyport, .	2,248	1,420	.63-17
. .	156	106	.67-95	256 Randolph, .	1,077	675	.62-67
y, .	230	156	.67-83	257 Barnstable, .	1,153	720	.62-45
t, .	1,602	1,086	.67-79	258 Savoy, .	201	125	.62-24
nt, .	266	180	.67-67	259 Whately, .	217	135	.62-21
. .	378	255	.67-46	260 Dartmouth, .	878	544	.62-17
wat'r .	1,043	703	.67-40	261 Wareham, .	752	467	.62-10
. .	506	341	.67-39	262 Southborough, .	321	199	.61-99

BOARD OF EDUCATION.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
263	Truro, . .	525	325	.61-90	296	Fall River, .	2,761	1,533	.55-32
264	Woburn, . .	924	571	.61-80	297	Hingham, . .	800	444	.55-50
265	Carver, . .	291	179	.61-51	298	Clinton, . .	555	307	.55-38
266	Taunton, . .	2,666	1,636	.61-37	299	Wilmington, .	227	125	.55-07
267	Southbridge, .	628	384	.61-15	300	Palmer, . .	818	450	.55-01
268	Dalton, . .	270	165	.61-11	301	Gt. Barrington,	730	399	.54-06
269	Milford, . .	1,203	734	.61-01	302	W. Stockb'ge,	315	171	.54-20
270	Freetown, . .	336	205	.61-01	303	Lynnfield, . .	216	117	.54-17
271	Blackstone, .	889	540	.60-74	304	W. Newbury,	398	215	.54-02
272	Groveland, . .	275	167	.60-73	305	Brewster, . .	319	171	.53-60
273	Southampton,	238	144	.60-50	306	Swansey, . .	274	146	.53-28
274	Wendell, . .	229	138	.60-26	307	Hull, . .	62	33	.53-23
275	Wenham, . .	216	130	.60-19	308	Topsfield, . .	282	146	.51-77
276	W. Bridgew'r,	322	193	.59-94	309	Bradford, . .	281	144	.51-25
277	Attleborough,	921	552	.59-93	310	Webster, . .	611	313	.51-23
278	Franklin, . .	376	223	.59-31	311	Sandwich, . .	1,197	611	.51-04
279	Marblehead, .	1,619	957	.59-11	312	Stockbridge, .	439	224	.51-03
280	Medfield, . .	200	117	.58-50	313	Lanesborough,	282	139	.49-29
281	W. Springfield	708	414	.58-47	314	Easthampton,	245	119	.48-57
282	Rochester, . .	674	393	.58-31	315	Williamstown,	668	324	.48-50
283	Hanover, . .	325	189	.58-15	316	Lenox, . .	380	183	.48-16
284	Worcester, . .	3,312	1,921	.58	317	Salisbury, . .	698	336	.48-14
285	Washington, .	226	130	.57-52	318	Pawtucket, . .	870	428	.48-05
286	Weston, . .	216	124	.57-41	319	Burlington, .	97	46	.47-42
287	Richmond, . .	191	109	.57-07	320	Adams, . .	1,347	628	.46-02
288	Newbury, . .	270	154	.57-04	321	Somerset, . .	292	133	.45-55
289	Rowley, . .	201	114	.56-72	322	Uxbridge, . .	762	347	.45-54
290	Montgomery,	99	56	.56-57	323	Stoneham, . .	436	179	.41-06
291	Middleton, . .	211	119	.56-40	324	Hancock, . .	167	65	.38-92
292	Chatham, . .	534	298	.55-81	325	New Ashford,	55	21	.38-18
293	Oxford, . .	608	339	.55-76	326	Mt. Washing'n	72	27	.37-50
294	Sheffield, . .	617	344	.55-75		Southwick, . .	No returns.		
295	Clarksburg, .	108	60	.55-56		Leyden, . .			

GRADUATED TABLES.—THIRD SERIES.

Table, in which all the Towns, in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1853-4.

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. 88.]

SUFFOLK COUNTY.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			
1	WINTHROP, .	52	.46	3	Boston, .	24,205	.77-30
2	North Chelsea, .	125	.84	4	Chelsea, .	1,493	.75-42

ESSEX COUNTY.

1	NAHANT, .	41	.35	17	Rockport, .	786	.65-52
2	Amesbury, .	562	.450	18	Andover, .	1,414	.64-78
3	Swampscott, .	248	.197	19	Essex, .	300	.64
4	Georgetown, .	361	.283	20	Lawrence, .	1,869	.63-40
5	Danvers, .	1,806	1,406	21	Newburyport, .	2,248	.63-17
6	Methuen, .	444	.340	22	Groveland, .	275	.60-73
7	Gloucester, .	1,753	1,318	23	Wenham, .	216	.60-19
8	Lynn, .	2,864	2,126	24	Marblehead, .	1,619	.59-11
9	Saugus, .	322	.236	25	Newbury, .	270	.57-04
10	Boxford, .	211	.154	26	Rowley, .	201	.56-72
11	Haverhill, .	1,389	1,004	27	Middleton, .	211	.56-40
12	Beverly, .	1,090	.772	28	Lynnfield, .	216	.54-17
13	Salem, .	4,280	3,028	29	W. Newbury, .	398	.54-02
14	Ipswich, .	695	.484	30	Topsfield, .	282	.51-77
15	Hamilton, .	156	.106	31	Bradford, .	281	.51-25
16	Manchester, .	373	.251	32	Salisbury, .	698	.48-14

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 BOXBORO', .	83	87	1.04-82	27 Acton, .	353	277	.78-47
2 Melrose, .	332	331	.99-70	28 Waltham, .	889	694	.78-07
3 Chelmsford, .	436	426	.97-71	29 Malden, .	726	566	.77-96
4 Concord, .	343	320	.93-29	30 Brighton, .	475	370	.77-89
5 Townsend, .	425	394	.92-71	31 Framingham, .	773	591	.76-46
6 Lincoln, .	120	109	.90-83	32 Carlisle, .	126	96	.76-19
7 Winchester, .	268	243	.90-67	33 Watertown, .	604	457	.75-66
8 Dracut, .	309	278	.89-97	34 Somerville, .	882	660	.74-83
9 Stowe, .	282	247	.87-59	35 Lexington, .	385	284	.73-77
10 Littleton, .	164	143	.87-20	36 Sudbury, .	338	246	.72-78
11 W. Cambridge, .	345	298	.86-38	37 Marlborough, .	709	514	.72-50
12 Hopkinton, .	673	578	.85-88	38 Lowell, .	5,889	4,232	.71-86
13 Wayland, .	223	190	.85-20	39 Natick, .	591	424	.71-74
14 Billerica, .	344	290	.84-30	40 Sherborn, .	215	153	.71-16
15 Ashby, .	265	223	.84-15	41 Groton, .	612	428	.69-93
16 Ashland, .	290	244	.84-14	42 Shirley, .	280	193	.68-93
17 Pepperell, .	333	277	.83-18	43 N. Reading, .	215	148	.68-84
18 Bedford, .	196	162	.82-65	44 Tewksbury, .	230	156	.67-83
19 Dunstable, .	108	89	.82-41	45 Westford, .	320	213	.66-56
20 Newton, .	1,015	835	.82-27	46 Tyngsborough, .	205	131	.63-90
21 Charlestown, .	3,455	2,832	.81-97	47 Woburn, .	924	571	.61-80
22 Cambridge, .	3,343	2,720	.81-36	48 Weston, .	216	124	.57-41
23 S. Reading, .	492	400	.81-30	49 Wilmington, .	227	125	.55-07
24 Reading, .	415	334	.80-48	50 Burlington, .	97	46	.47-42
25 Holliston, .	582	464	.79-73	51 Stoneham, .	436	179	.41-06
26 Medford, .	871	694	.79-68				

WORCESTER COUNTY.

1 LEOMINSTER, .	581	601	1.03-44	14 Ashburnham, .	457	392	.85-78
2 Oakham, .	213	219	1.02-82	15 Petersham, .	323	275	.85-14
3 Royalston, .	313	305	.97-44	16 Charlton, .	405	343	.84-03
4 Barre, .	572	549	.95-98	17 Hubbardston, .	457	384	.84-03
5 Hardwick, .	275	260	.94-55	18 N. Braintree, .	175	147	.84-00
6 Princeton, .	276	260	.94-20	19 Athol, .	410	341	.83-17
7 Phillipston, .	171	159	.92-98	20 Dana, .	181	150	.82-87
8 N. Brookfield, .	449	415	.92-43	21 Gardner, .	410	338	.82-44
9 Grafton, .	747	674	.90-23	22 Bolton, .	253	208	.82-21
10 Paxton, .	160	142	.88-75	23 Sterling, .	390	320	.82-05
11 Upton, .	356	310	.87-08	24 Lunenburg, .	255	206	.80-78
12 Westborough, .	476	411	.86-34	25 Templeton, .	501	404	.80-64
13 Shrewsbury, .	270	232	.85-93	26 Winchendon, .	435	350	.80-46

SCHOOL RETURNS—1853-4.

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WORCESTER COUNTY—CONTINUED.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
17 Rutland, .	282	226	.80-14	43 Dudley, .	299	210	.70-23
28 Holden, .	464	371	.79-96	44 Leicester, .	528	361	.68-37
29 Harvard, .	289	231	.79-93	45 Northbridge, .	458	307	.67-03
40 Boylston, .	222	176	.79-28	46 Sturbridge, .	536	357	.66-60
41 Douglas, .	386	301	.77-98	47 Westminster, .	448	296	.66-07
42 Fitchburg, .	1,006	772	.76-74	48 Brookfield, .	338	219	.64-79
43 West Boylston, .	364	277	.76-10	49 Millbury, .	550	356	.64-73
44 Mendon, .	275	209	.76-00	50 Southborough, .	321	199	.61-99
45 Auburn, .	190	144	.75-79	51 Southbridge, .	628	384	.61-15
46 Lancaster, .	352	263	.74-72	52 Milford, .	1,203	734	.61-01
47 Warren, .	323	240	.74-30	53 Blackstone, .	889	540	.60-74
48 Sutton, .	496	362	.72-98	54 Worcester, .	3,312	1,921	.58
49 Northborough, .	264	191	.72-35	55 Oxford, .	608	339	.55-76
50 Spencer, .	553	399	.72-15	56 Clinton, .	555	307	.55-32
51 W. Brookfield, .	287	207	.72-13	57 Webster, .	611	313	.51-23
52 Berlin, .	190	134	.70-53	58 Uxbridge, .	762	347	.45-54

HAMPSHIRE COUNTY.

1 PELHAM, .	162	179	1.10-49	13 Westhampton, .	128	96	.75-00
2 Norwich, .	222	207	.93-24	14 Enfield, .	390	287	.73-59
3 Plainfield, .	162	145	.89-51	15 South Hadley, .	241	176	.73-03
4 Goshen, .	104	93	.89-42	16 Ware, .	681	482	.70-78
5 Greenwich, .	172	146	.84-88	17 Belchertown, .	606	426	.70-30
6 Hadley, .	421	339	.80-52	18 Chesterfield, .	230	161	.70-00
7 Middlefield, .	149	119	.79-84	19 Williamsburg, .	337	231	.68-55
8 Amherst, .	626	499	.79-71	20 Northampton, .	1,129	736	.65-19
9 Cumington, .	240	188	.78-33	21 Prescott, .	177	115	.64-97
10 Hatfield, .	196	153	.78-06	22 Southampton, .	238	144	.60-50
11 Worthington, .	271	207	.76-39	23 Easthampton, .	245	119	.48-57
12 Granby, .	194	146	.75-26				

HAMPDEN COUNTY.

1 HOLLAND, .	73	66	.90-41	6 Russell, .	111	81	.72-97
2 Blandford, .	314	260	.82-80	7 Springfield, .	2,253	1,642	.72-88
3 Chester, .	305	245	.80-33	8 Holyoke, .	650	471	.72-46
4 Brimfield, .	256	198	.77-34	9 Ludlow, .	273	194	.71-06
5 Wales, .	136	102	.75-00	10 Monson, .	507	360	.71-01

BOARD OF EDUCATION.

HAMPDEN COUNTY—CONTINUED.

TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Longmeadow,	249	172	.69-08	16	Wilbraham,	496	319	.64-31
12	Chicopee,	1,388	933	.67-22	17	W. Springfield	708	414	.58-47
13	Granville,	284	187	.65-85	18	Montgomery,	99	56	.56-57
14	Westfield,	950	618	.65-05	19	Palmer,	818	450	.55-01
15	Tolland,	118	76	.64-41		Southwick,	No returns.		

FRANKLIN COUNTY.

1	WARWICK,	203	202	.99-51	14	Montague,	356	272	.76-40
2	Leicester,	214	188	.87-85	15	Barnardston,	226	172	.76-11
3	Hawley,	206	173	.83-98	16	Buckland,	310	231	.74-51
4	Shelburne,	275	230	.83-64	17	Ashfield,	353	248	.70-25
5	Heath,	188	154	.81-91	18	Conway,	406	284	.70-05
6	Orange,	376	307	.81-65	19	Charlemont,	266	180	.67-07
7	Monroe,	54	44	.81-48	20	Deerfield,	506	341	.67-30
8	Gill,	163	132	.80-98	21	Greenfield,	563	374	.66-43
9	Sunderland,	203	162	.79-80	22	Northfield,	399	264	.66-17
10	Coleraine,	437	348	.79-63	23	Erving,	101	65	.64-36
11	Shutesbury,	216	171	.79-17	24	Whately,	217	135	.62-21
12	Rowe,	155	119	.76-77	25	Wendell,	220	138	.60-36
13	New Salem,	315	241	.76-51		Leyden,	No returns.		

BERKSHIRE COUNTY.

1	MONTEREY,	133	116	.87-22	17	Dalton,	270	165	.61-11
2	Peru,	99	79	.79-80	18	Washington,	226	130	.57-52
3	Sandisfield,	294	230	.78-23	19	Richmond,	191	109	.57-07
4	Otis,	202	150	.74-26	20	Sheffield,	617	344	.55-75
5	Windsor,	227	168	.74-01	21	Clarksburg,	108	60	.55-56
6	Alford,	114	82	.71-93	22	Gt. Barrington,	730	370	.54-06
7	Becket,	269	193	.71-75	23	W. Stockbridge,	315	171	.54-20
8	Florida,	167	116	.69-46	24	Stockbridge,	439	224	.51-03
9	Cheshire,	285	189	.66-32	25	Lanesborough,	282	139	.49-20
10	Tyringham,	201	133	.66-12	26	Williamstown,	668	324	.48-50
11	Egremont,	208	135	.64-90	27	Lenox,	380	183	.48-16
12	Lee,	820	532	.64-88	28	Adams,	1,347	628	.46-02
13	N. Marlboro',	360	229	.63-61	29	Hancock,	167	65	.38-02
14	Pittsfield,	1,385	879	.63-47	30	New Ashford,	55	21	.38-18
15	Hinsdale,	270	171	.63-33	31	Mt. Washing'n	72	27	.37-50
16	Savoy,	201	125	.62-24					

SCHOOL RETURNS—1853-4.

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NORFOLK COUNTY.

				TOWNS.				
No. of children between 5 and 15 years of age in each town.				No. of children between 5 and 15 years of age in each town.				
Mean average attendance upon School.				Mean average attendance upon School.				
Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				
	100	89	.89	13	Brookline,	393	285	.72-52
	372	326	.87-63	14	W. Roxbury,	676	488	.72-19
	794	695	.87-53	15	Dorchester,	1,798	1,247	.69-39
	237	202	.85-23	16	Stoughton,	806	549	.68-11
n,	289	243	.84-08	17	Needham,	378	255	.67-46
rh,	404	323	.79-95	18	Milton,	472	316	.66-95
h,	1,137	903	.79-42	19	Braintree,	728	483	.66-35
	608	478	.78-62	20	Canton,	635	419	.65-98
	349	273	.78-22	21	Randolph,	1,077	675	.62-67
i,	715	546	.76-36	22	Franklin,	376	223	.59-31
	1,148	850	.74-04	23	Medfield,	200	117	.58-50
	3,247	2,375	.73-14					

BRISTOL COUNTY.

M, .	323	266	.82-35	11	Mansfield, .	421	268	.63-66
	517	421	.81-43	12	Dartmouth, .	875	544	.62-17
	353	283	.80-17	13	Taunton, .	2,666	1,636	.61-37
	1,060	834	.78-68	14	Freetown, .	336	205	.61-01
	205	157	.76-59	15	Attleborough, .	921	552	.59-93
	417	318	.76-26	16	Fall River, .	2,761	1,533	.55-52
ford, .	3,423	2,600	.75-96	17	Swansey, .	274	146	.53-28
	382	288	.75-39	18	Pawtucket, .	870	428	.48-05
	602	414	.68-77	19	Somerset, .	292	133	.45-55
	469	308	.65-67					

PLYMOUTH COUNTY.

	199	185	.92-97	13	Pembroke, .	310	211	.68-06
	222	176	.79-28	14	N. Bridgewater, .	1,043	703	.67-40
ro', .	824	651	.79-00	15	E. Bridgewater, .	582	391	.67-18
	292	227	.77-74	16	Plympton, .	222	145	.65-32
	484	374	.77-27	17	Duxbury, .	526	338	.64-26
	1,148	880	.76-66	18	Wareham, .	752	467	.62-10
	233	177	.75-97	19	Carver, .	291	179	.61-51
ter, .	568	431	.75-88	20	W. Bridgewater, .	322	193	.59-94
	1,314	967	.73-59	21	Rochester, .	674	393	.58-31
	166	121	.72-89	22	Hanover, .	325	189	.58-15
d, .	364	250	.68-68	23	Hingham, .	800	444	.55-50
te, .	362	247	.68-23	24	Hull, .	62	33	.53-23

BOARD OF EDUCATION.

BARNSTABLE COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 EASTHAM, .	168	139	.82-74	8 Harwich, .	963	620	.64-38
2 Provincetown, .	675	547	.81-04	9 Barnstable, .	1,153	720	.62-45
3 Wellfleet, .	542	415	.76-57	10 Truro, .	525	325	.61-90
4 Yarmouth, .	516	384	.74-42	11 Chatham, .	534	298	.55-81
5 Orleans, .	463	343	.74-08	12 Brewster, .	319	171	.53-60
6 Falmouth, .	560	406	.72-50	13 Sandwich, .	1,197	611	.51-04
7 Dennis, .	835	559	.66-95				

DUKES COUNTY.

1 TISBURY, .	398	325	.81-66	3 Chilmark, .	150	96	.64
2 Edgartown, .	412	304	.73-79				

NANTUCKET COUNTY.

1 NANTUCKET,	1,602	1,086	.67-79				
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MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of Children between 5 and 15 years of age, in the State, .	. 206,625
Mean average attendance upon School, ...	. 147,751
Ratio of attendance to the whole number of Children between 5 and 15, expressed in decimals, ...	. 72-

 The terms of the four State Normal Schools commence as follows :—

At Framingham, on the first Wednesday of March and September of each year.

" Salem,	" second	"	"	"	"
" Bridgewater,	" third	"	"	"	"
" Westfield,	" fourth	"	"	"	"

The Spring Term of each School is preceded by a vacation of four weeks, and the Autumn Term by a vacation of eight weeks.

ERRATA.

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The number of High Schools in the State is 104.



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NINETEENTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

NINETEENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.



BOSTON:

WILLIAM WHITE, PRINTER TO THE STATE.

1856.

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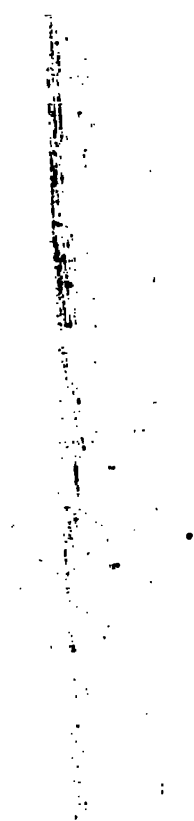


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NINETEENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

The Board of Education respectfully present to the Legislature their Nineteenth Annual Report :

The results of the past year seem calculated, if possible, to increase the confidence of the State in its system of public instruction. Not that our system is perfect ; but there is among the people a universal interest, which has been manifested in increased appropriations for the support of schools, in the erection of improved schoolhouses, and in the demand for well qualified teachers. This progress, so satisfactory to the friends of education, and so essential to a system of instruction eminently popular, is evidence that the judgment of the people harmonizes with the policy which the legislature has seen fit to pursue.

The appropriations for the school year 1853-4, including only the wages of teachers, board and fuel, were 1,013,472.26 ; and for the year 1854-5, the appropriations for the same purposes were 1,137,407.76 ; being an increase of 123,935.50, equal to 12 per cent.

This is a larger advance than has ever before taken place in the Commonwealth, whether we regard the aggregate or the ratio. These appropriations were self-imposed by the people, and it is not known that they have in any section been the subject of general complaint. But, on the other hand, the majority of the people seem to consider that the support of the common schools is an indispensable element of public prosperity, and that their influence affects favorably the material, as well as moral and intellectual interests of the State. It is thought that the operations

and measures of the Board of Education, in connection with its Agencies, the Teachers' Institutes, and Normal Schools, have been favorably received.

Professor Alpheus Crosby and Rev. Augustus R. Pope are the Agents of the State, under the Resolve of March 17, 1853, and we respectfully refer to their reports for specific information concerning the nature and extent of their labors. These gentlemen have been kindly received in every part of the State, and we are assured that they have rendered important services in the cause of education.

The reports of the visitors of the Normal Schools furnish satisfactory evidence of the prosperity and usefulness of these institutions. Mr. George N. Bigelow is now the Principal of the Normal School at Framingham, in place of Rev. Eben S. Stearns, whose resignation was accepted at the close of the last term.

This school is at present the smallest of the four; but we feel confident that it will soon receive large additions to its numbers. Several causes have concurred to affect it unfavorably. While the school was at Newton, a large number of pupils were furnished by the city of Boston, which has now a Normal School of its own. The removal of the school may have weakened it for the time, and since the last Annual Report the entire corps of teachers has been changed. It is not possible that any system or supervision could have withstood, without loss or injury, the influence of all these circumstances. It is probable that the depression is only temporary, and that the labors and zeal of the teachers now employed, aided by the increasing demand for Normal instructors, will soon place this school in the desired position.

It was stated in the Eighteenth Report of this Board, that the Normal School at Salem was under the direction of Mr. Richard Edwards. This gentleman has since been appointed Principal, and his management seems to have been quite successful. The school is the largest of the four, but this is due in part to its location in a city which furnishes one-fifth of the pupils, and is also the railway centre of a large population.

The schools at Bridgewater and Westfield are in a prosperous condition, and are both fortunate in the well-deserved confidence of the public. We think it just and proper to say, that the Normal System is now exerting more influence than at any former period of our history; yet, all the difficulties in the way of com-

te success have not been overcome. The candidates for admission are not always properly qualified, owing, as we suppose, to the imperfect character of the public schools in which most of the applicants have received their preliminary education. In proportion, however, as the public system is improved,—and the Normal Schools are a principal agency in the work of improvement,—the evil of which we speak will diminish.

There are also some failures among the graduates of the Normal Schools. All persons are not endowed by nature with the proper qualifications for teachers. Defects are sometimes so radical as to render their removal beyond the reach of any general system of education ; in such cases we can only hope to ameliorate their influence. The Normal Schools do not produce these failures, but on the other hand, they render them less signal and disastrous. Nor is it by any means admitted that the proportion of failures among educated teachers is greater than in other professional classes.

We present the following statistics in relation to the Normal Schools :—

						Admitted in 1855.	Graduated in 1855.
Ipswich,	.	.	.	.	.	85	35
Wilmington,	.	.	.	.	.	22	30
Lowell,	.	.	.	.	.	70	—
Andover,	.	.	.	.	.	89	27
						266	92

Number of Pupils in the several Normal Schools.

	Junior Class.	Middle Class.	Senior Class.	Total.	Males.	Females.	Total.
Ipswich, .	35	27	6*	68	24	44	68
Birmingham, .	12	9	14	35	—	35	35
Lowell, .	33	35	53	121	—	121	121
Andoverfield, .	58	33	17	108	18	90	108
	138	104	90	332	42	290	332

* Resident Graduates.

Residence of the Pupils admitted in the year 1855.

MASSACHUSETTS BY COUNTIES.															From other States in the Union.	From foreign countries.	Total.	
Hampshire.	Plymouth.	Middlesex.	Essex.	Norfolk.	Bristol.	Hampshire.	Hampden.	Franklin.	Berkshire.	Worcester.	Suffolk.	Dukes.	Nantucket.	Total in State				
Bridgewater,	3	25	9	7	10	8	-	-	-	6	1	1	3	73	12	-	85	
Framingham,	-	-	9	2	1	1	-	-	-	4	1	-	-	18	4	-	22	
Salem,	-	2	8	53	1	-	-	-	-	1	1	-	-	66	3	1	70	
Westfield,	-	2	3	5	1	3	11	22	7	8	23	-	-	85	4	-	89	
	3	29	29	67	13	12	11	22	7	8	34	3	1	3	242	23	1	266

Two classes of twelve students each, have entered the several colleges of the Commonwealth upon the foundation established by the Act of 1853. Sufficient time has not elapsed to justify an opinion of the merits of this measure, based upon experience; yet every circumstance known to the Board of Education leads to the conclusion that the expectations of the State will be fully realized. The specific object of the Act is to furnish competent teachers for the high schools; and there has never been a time when the demand for such teachers was greater. There are probably one hundred high schools in Massachusetts, and the number of towns required by law to maintain such schools is annually increasing. These schools ought all to be supplied with well educated, thorough teachers. In addition to this manifest want of our own, there is a constant, and in some cases, pressing demand, for teachers of different grades to go into other States. This demand has in a few instances borne hard upon our own schools. It is not, of course, the primary object of our system to furnish teachers for other States, nor does it seem to be wise to attempt any restriction. It is no trifling compliment to our system of public instruction, that it furnishes teachers whose services are desired by the citizens and governments of other States.

Rev. Barnas Sears, D. D., who was appointed Secretary of the Board of Education in September, 1848, resigned the office on the 24th of August last, and on the 7th of September Hon. George S. Boutwell was appointed his successor.

The Board feel that by the resignation of Dr. Sears, the cause of popular education in Massachusetts lost a zealous, faithful, and highly cultivated supporter and friend. His administration was eminently calculated to conciliate public sentiment in favor of education, to consolidate the system, and to bring it into harmony with the wants of the people and the policy of the legislature. During Dr. Sears' administration great progress has been made. The appropriations have been increased, schoolhouses and apparatus have been improved, and the professional character of teachers has been elevated and their influence extended. We are sensible that these changes are in a high degree owing to the labors and wise counsels of the late Secretary. On his retirement from the service of the State, the Board of Education unanimously adopted the following Resolutions:—

At a meeting held August 30, 1855, the Board of Education, having received a communication from the Rev. Dr. Sears, informing them of his having accepted the place of President of Brown University, and in consequence tendering his resignation of his office of Secretary of the Board,

Resolved, That while they regret the loss of Dr. Sears' very valuable services, they cannot object to the step which he has taken, but rather rejoice at his being advanced to a seat of such dignity and honor, and entering upon a new sphere of usefulness and responsibility, and congratulate the friends of the University upon obtaining, to occupy that place, a person of such eminent qualifications for the high office.

Resolved, That the members of this Board will long retain a most respectful and affectionate remembrance of the wise and prudent course of Dr. Sears in devising and suggesting measures, and of the faithful, energetic, kind and courteous manner in which he has executed the purposes of the Board; conciliating opposition by his liberality and gentlemanly deportment, and enlisting co-operation by his disinterested earnestness.

Resolved, That the hearty good wishes of the members of the Board will accompany Dr. Sears into his new sphere of action, with their sincere prayers that God's favor may rest upon him always.

Since the passage of the foregoing Resolutions Dr. Sears has acquired a new claim upon our consideration and gratitude. His

Seventh, and last Annual Report, is a paper of unusual value, and we commend it to the careful consideration of the State. It presents the dangers to which our system of education is exposed, and the necessity of strengthening those moral influences by which they are to be avoided. We have thought fit to provide for the circulation of this Report according to the limited means at our disposal.

HENRY J. GARDNER.
SIMON BROWN.
MARK HOPKINS.
EDWARD OTHEMAN.
ISAAC DAVIS.
HENRY WHEATLAND.
HOSEA BALLOU, 2d.
ARIEL PARISH.
CORNELIUS C. FELTON.
ALONZO H. QUINT.

Report of the Visitors of the State Normal School at Framingham.

When the last annual report of this school was made, the corps teachers consisted of Rev. E. S. Stearns, Miss Adeline G. Greely, and Miss Fanny A. Parsons. Rev. Mr. Stearns, who had been the Principal of the school for more than six years, and who had discharged his duties with great fidelity, resigned his office in September last, to take charge of the Female Academy at Albany, New York. Miss Greely, who was an able and accomplished teacher, resigned to take a place in the seminary under the charge of Mr. Stearns. Miss Parsons, a faithful and devoted teacher, resigned on account of ill health. George N. Bigelow was appointed by the Board to fill the vacancy occasioned by the resignation of the Principal. Miss E. G. Hoyt was appointed in place of Miss Greely. Miss Mary E. Wilson, who was appointed a teacher in place of Miss Parsons, tendered her resignation in order to accept of an appointment in the Spingler Institute, in New York city. Hopes of doing more good, and larger salaries, had an influence in inducing these excellent teachers to leave the Normal Schools for other institutions.

The teachers of the school at the present time are, George N. Bigelow, Principal; Misses E. G. Hoyt, Mary E. Bridges, Frances R. Babcock.

Mr. Bigelow had spent the two past years in Europe to qualify himself as a teacher. The three assistant teachers are all graduates of the school, and appear to be well qualified to discharge the duties required of them.

The statistics of the school for the past year are as follows:—

Whole number of pupils connected with the school is	78
“ “ “ admitted, ...	22
“ “ of graduates, ...	30
“ “ dismissed on account of illness, or a want of proper qualities to make teachers, ...	12
The average age of the whole school is (years)	19½

The number of Towns represented in Massachusetts is	. 44
The whole number of Towns represented is	. 58
The number of Counties, ...	9
“ “ of States, ...	6

Barnstable County has sent 4 ; Bristol, 2 ; Norfolk, 6 ; Suffolk, 5 ; Plymouth, 1 ; Essex, 8 ; Hampden, 1 ; Worcester, 12 ; Middlesex, 30.

Maine has sent 3 ; New Hampshire, 3 ; Vermont, 1 ; Connecticut, 1 ; New York, 1.

The improvements on the grounds about the school have been completed, except the bank wall in front, and the setting out of trees in the rear. The appropriation made for this purpose will cover the expenditures. The street from the station on the Agricultural Road to the school-house, is about completed, which will make the school more accessible to those scholars who board at home and come in daily by the trains.

Respectfully submitted,

ISAAC DAVIS, *Chairman.*

*Report of the Visitors of the Bridgewater State Normal School,
December 14, 1855.*

This school is steadily advancing in its capability and means of training teachers. It continues to receive that attention and patronage which its admirable management under the former and the present Principal, has so unqualifiedly justified.

The whole number of pupils during the year, is as follows:—

44th term, closing March 9, 1855,	20	males,	18	females—	38
45th “ “ August 7, “	27	“	39	“	66
46th, current term, . . .	36	“	53	“	89

REPORT OF VISITORS.

13

the number of pupils entering the school each term is as follows:—

44th term, 8 males, 7 females, ...	15
45th " 9 " 23 "	32
46th " 15 " 22 "	37
Whole number for the year, ...	84

the average ages of those who entered are:—

44th term . . males, 21 years; females, 17 years.	
45th " . . " 20 $\frac{1}{2}$ " " 18 $\frac{1}{2}$ "	
46th " . . " 18 $\frac{1}{2}$ " " 19 "	
average for the year, " 20 $\frac{1}{2}$ " " 18 $\frac{1}{5}$ "	

of those entering classes, nineteen members had previously engaged in teaching.

the towns represented by the pupils entering this year are: Abington, 1; Ashby, 1; Athol, 2; Attleborough, 2; Boston, 1; Braintree, 1; Bridgewater, 13; Canton, 1; Chatham, 1; Danvers, 4; Dartmouth, 1; Dennis, 1; Easton, 1; Framingham, 2; Franklin, 1; Gloucester, 1; Kingston, 1; Lawrence, 1; Lexington, 2; Marblehead, 1; Middleboro', 1; Nantucket, 3; Newton, 1; New Bedford, 1; Northboro', 1; North Bridgewater, 1; Pembroke, 1; Plymouth, 4; Randolph, 1; Rehoboth, 1; Roxbury, 1; Sterling, 2; Sturbridge, 1; Taunton, 1; Tisbury, West, 1; Weymouth, 1; West Bridgewater, 2; Weston, 1; Weymouth, 2; Woburn, 2; Worcester, 1; Wrentham, 2; Candia, N. H., 1; Derry, N. H., 1; Hanover, N. H., 2; Frankestown, N. H., 1; Kingston, R. I., 1; Lincoln, Me., 1; Newport, Me., 1; Bellows Falls, N. Y., 1; New Hamburg, N. Y., 1; Saratoga, N. Y., 1; West Eaton, N. Y., 1.

the Counties of Massachusetts thus represented:—

Barnstable County, ...	3
Bristol "	7
Dukes "	1
Essex "	7
Middlesex "	9
Nantucket "	3
Norfolk "	10
Plymouth "	24

Suffolk County,	.	.	.	.	.	.	1
Worcester "	.	.	.	.	.	.	7—72
Other States :—							
Rhode Island, .	.	.	.	.	.	.	1
Maine, .	.	.	.	.	.	.	2
New Hampshire, .	.	.	.	.	.	.	5
New York, .	.	.	.	.	.	.	4—12
							—
							84

The fathers of these pupils represent the following occupations: Farmers, 30 ; Machinists and Mechanics, 10 ; Merchants, 7 ; Grocers, 2 ; Shoemakers, 5 ; Retired Manufacturer, 1 ; Clergymen, 3 ; Sea Captains, 3 ; Carpenter, 1 ; Ship Carpenter, 1 ; Railroad Agent, 1 ; Expressman, 1 ; Manufacturer of earthen ware, 1 ; Manufacturer of tin ware, 1 ; Shoe Dealer, 1 ; Teacher, 1 ; Land Surveyor, 1 ; Manufacturer of cotton gins, 1 ; Custom House Officer, 1 ; Brick Maker, 1 ;—Deceased, 10.

During the year, five pupils were obliged to leave school in consequence of ill health—one on account of sickness of friends. One left, not qualified to graduate. One young man entered into the mercantile business, having abandoned the idea of teaching. Another young man is about to leave the class next to graduate, having an urgent call to teach at the South.

The number of graduates the past year is 35, viz. :—

44th term, 7 males, 6 females, .	.	.	.	13
45th " 3 " 5 " .	.	.	.	8

After 9 weeks of the present term, 8 males, 6 females, 14

Owing to the recent introduction of long terms, two classes have been obliged to graduate in the process of a term.

Of the class that has just graduated, all the males, eight in number, are already engaged in teaching in the public schools of the State. And all the other graduates of the year are now, or have been teaching, except two. In regard to these last no certain information has been received.

The average amount of wages which these teachers receive is, male, \$40 per month ; female, \$5 per week.

The whole number of pupils now in daily attendance is sixty-eight.

Twelve pupils have received pecuniary aid from the State appropriation, during the past year. The amount which they received is \$303. It may be gratifying to hear the testimony of the Principal in relation to them and former beneficiaries. He says: "The *character* of these pupils is such as we may hope *much* from. I know but a single instance in which an individual has been aided, who is not likely to become an excellent teacher."

In one instance, an individual receiving such aid, has abandoned the idea of teaching. It may be proper to inquire whether, in such a case, the money bestowed for a specified object, should not be refunded by the party when practicable.

The arrangement made by the Board requiring two long terms a year, instead of three shorter ones, in the Normal Schools, has gone into effect in this school during the past year. The longer period of study to be pursued by the attendants at this school, in addition to other views of progress, has required some advance and extension in the course of study. An attempt has been made to enlarge the scope of these studies, so as to adapt them, as much as possible, to impart mental strength and development, and an accurate and liberal culture, in view of the great object of the school. This course of study was not sufficiently matured to be published in the catalogue or circular of the School sent out last August. For these, and other reasons which will be noticed, it is proposed to publish it in connection with this Report.

No little difficulty has been experienced in carrying out, at Bridgewater, the expressed will of the Board relative to having a model school connected with each Normal School. Though the citizens of the town manifest a disposition favorable to the interests of the Normal School, and this disposition is, we think, increasing, still, for various reasons, no connection of the school with any town school has been formed that has promised either permanence or utility. The Principal has endeavored to establish such a connection as would not only be mutually agreeable, but be especially efficient in accomplishing the main design contemplated—the practical training of the Normal Pupils. But his efforts have been fruitless, and he has ventured to adopt certain methods of practical training within the Normal School itself. The Committee are of the opinion that this plan is worthy of special consideration.

In his report at the close of the last winter term, the Principal observes: "It has been a matter of much study and investigation with me, how to impart judicious instruction in respect to teaching and management in our common schools,—these instructions having reference more particularly to preparing the graduating class during the last term of their course. After endeavoring to awaken the conscience to *feel* the responsibilities and duties that devolve upon the teacher, I have sought to draw out the experience of such members of the class as have been engaged in the work. Here I have found materials that come in *naturally* to deepen the interest in these instructions, and apparently adapted to make them effectual.

"I have also selected individuals (each taking his turn) to give exercises in teaching before the class; after which I have called for suggestions and criticisms from its different members, adding also my own. In this way there seems to have been produced something of a very *practical* and available character to aid the pupils in their future work; in its nature, however, not showy.

"In respect to didactics, it has appeared to me that they must be given more or less at every lesson, and in connection with the subjects in hand. Ways and methods,—authors and their works,—seem to come up then in a natural course, and with impressive distinctness, and thus to be of practical value."

During the succeeding term, he introduced the arrangement, since continued, by which certain recitations are conducted by the more advanced students, in the classes less advanced. This arrangement is noted in the Plan of Study herewith presented.

In his report at the close of that term in August last, he says: "From further experience, I am more convinced of the adaptation of these methods to giving instruction in regard to teaching and discipline in our public schools. In connection with the careful study of the school laws of the State, and of the Constitution of the United States, I find it very easy to lead on the minds of the pupils to a just conception of the necessity of good *government* in our schools, and of the importance of *real character* in the teacher."

And in a report made a day or two since, he remarks: "So far as I am able to judge, this course of studies appears to be admirably fitted for our special object—that of preparing competent and skilful teachers for our public schools. The feature of it

which seems to promise *much*, is that of requiring pupils by turns to go thoroughly into the practice of teaching. This arrangement gives the Principal an opportunity of rendering more effectual aid in the attainment of good methods; and, in some measure, of making the theory of teaching become a matter of life and reality.

“As an element looking to the same end, and also for securing more practice in the application of the principles involved in the lessons, I have divided a large class into sections of five or six pupils each, with a leading pupil for each section. These leading pupils conduct a part of the recitation in their own sections, in the presence of the teacher. This affords the teacher an opportunity to discover the special wants of each pupil, and to adapt his instructions accordingly. The design is to have these sections different for two or three of the different branches pursued, in order to bring as many of the pupils as possible into the actual business of teaching.”

A few words may be allowed in fuller explanation of the Plan of Study herewith presented, and in reference to the method of using it.

The three terms of study in the school, naturally occasion the division of the pupils into three classes, designated as Junior, Middle, and Senior. The plan exhibits the branches of study, and the days and hours when they come up in recitation, so that each pupil sees at a glance what his work is, and when it will be required. This plan, in manuscript, is placed under glass in a frame. The right side of the frame is so cut as to allow a piece of Bristol board, on which are written the names of certain advanced pupils as teachers, at certain hours, to be passed in and out at pleasure. This piece of board is represented on the right of the table of studies, and is changed with a change of these pupils.

Plan of Study and Instruction in the State Normal School at Bridgewater, Mass.

MORNING.				STUDENTS TEACHING.	
MONDAY AND FRIDAY.					
Hours.					
9 to 9½		Devotional Exercises.			
9½ to 10-10	{ Juniors. } Arithmetie.	{ M. Class. } Arithmetie.	{ Seniors. } American History.	Miss Taft, Arithmetic.	
10½ to 11	{ } 1st Latin.	{ } 2d Latin.	{ } 3d Latin.		
11½ to 12	{ } Algebra.	{ } Algebra.	{ } Polit. Class Bk. or Const. U. S.	Mr. Copeland, Algebra.	
TUESDAY AND THURSDAY.					
9 to 9½		Devotional Exercises.			
9½ to 10½	{ Juniors. } Geometry.	{ M. Class. } Nat. Philos.	{ Seniors. } Trigonometry and Optics.	Mr. Tourtellotte, Geometry.	
10½ to 12	{ } Arithmetie.	{ } Arithmetie.	{ } Astronomy.	Miss Taft, Arithmetic.	
WEDNESDAY.					
8½ to 8¾		Devotional Exercises.			
8¾ to 9½		Physiology.	Logic.	Rhetoric.	Mr. Crooker, Physiology.
9-35 to 10-35		Compositions.			
10-45 to 12		Music.			
SATURDAY.					
8½ to 8¾		Devotional Exercises.			
8¾ to 9½	{ Juniors. } Philosophy.	{ M. Class. } Logic.	{ Seniors. } Rhetoric.	Mr. Crooker, Physiology.	
9-35 to 10-35	{ } Algebra.	{ } Algebra.	{ } Geology and Natural History.	Mr. Copeland, Algebra.	
10-45 to 11-40	{ } Grammar.	{ } Grammar.	{ } Grammar.	Miss Robbins, Grammar.	
11-45 to 12		Moral Philosophy and Duties.			

AFTERNOON.

1½ to 1-40 Writing and Spelling every P. M.

MONDAY AND THURSDAY.

1-40 to 2½	Reading.	Mid. Class.	Reading.	Book-Keeping.	Miss Taft, Reading.
2-35 to 3½	Grammar.	{ Juniors. }	Grammar.	Grammar.	Miss Robbins, Grammar.
3½ to 4½	Geography.		Geography.	Geog'y, or Industrial Drawing.	Miss Robbins, Geography.

TUESDAY AND FRIDAY.

1-40 to 2½	Reading.	{ Mid. Class. }	Reading.	{ Seniors. }	Reading.	Miss Taft, Reading.
2-35 to 3½	Ment. Arith.		Eng. Language.		Theory of Teaching and School Laws.	
3½ to 4½	Geography.		Geography.		Surveying and Ind. Drawing.	
4½ to 4½	 General Exercise, every P. M.					Miss Robbins, Geography.

* These are the hours for the Winter Term, those for the Summer Term are a half hour later.

At the close of the last term, Mr. J. Lincoln, Jr., resigned his situation as assistant teacher, having been called away by other necessary obligations. His services as teacher were very highly esteemed. The vacancy has been supplied by the appointment of Mr. Leander A. Darling, another graduate of the school, who has been successfully employed thus far, the present term.

For several years a lyceum has been conducted by members of this school, in which other young persons of the place have united. It has been the conviction of those having charge of the school, both Principal and Visitors, that all such elements of improvement should hold an intimate connection with the general management. A judicious and successful endeavor has been made the past year to render the lyceum a legitimate source both of instruction and entertainment to the pupils. The practice of frequent composition, and the instruction adapted to it, now pursued in the school, produce marked results in the lyceum. Its business transactions are all conducted in appropriate and legal forms; and the exercises in reading, speaking, and debating, are such, in general, as to induce and confirm good habits.

By means of a recent appropriation by the Board, more than eighty text and reference books have been added to the library. The reference books are specially valuable. The Geological Observer, by De La Beche, Carpenter's Comparative Physiology, Dana's Mineralogy, Ewbank's Hydraulics, Maury's Physical Geography of the Sea, Mahan's Industrial Drawing, and Lippincott's Pronouncing Gazetteer, among the books lately added, answer important ends, and excite the hope of additional aid in a similar direction.

Instruction in music has been given by Mr. E. Ripley Blanchard, of Boston, once a week, during the last term, and so thus far in the present term. This instruction has been very acceptable; but given at so long intervals—owing to the limited appropriation for music—as to lose much of its real worth. Mr. Blanchard cherishes the idea that elementary instruction in music may be rendered not merely a means of pleasing exercise and personal accomplishment, but also, in the case of Normal pupils, an essential element of didactic training. Indeed, we consider the latter as the only consideration that would justify an appropriation for musical purposes to the Normal School. It must be the very design of employing such instruction to render the

pupils able to make practical use of it in the schools which they may be called to teach. It is hoped that the appropriation for this purpose will be sufficiently enlarged to realize fully this idea in actual results.

Near the commencement of the last term, a Teachers' Institute was held in Bridgewater, which was regularly attended by the pupils of the Normal School, with both interest and profit. During the present term, Professor Guyot delivered a course of nine lectures, which were of signal benefit to the school. Notes of these lectures were taken by the pupils for future examination in the school. He also delivered one course last December, subsequently to the annual meeting.

The Board has appropriated fifty dollars per annum for a course of lectures either on botany or chemistry. This appropriation has not been used the past year, because no suitable time occurred. It is proposed to have a course on chemistry next week, to be given by Mr. Sharpe, who has already given one course there. It is expected that either this appropriation will be continued, or that a new appropriation for the purpose will be made at this session.

Improvements have been effected, to some extent, in the apparatus designed to aid scientific study. A valuable donation was also made for the cabinet by Mr. George B. Emerson, just before his resignation as a member of the Board. Six boxes of geological specimens were presented by him, which will tend to stimulate personal observation and further accumulation.

The Visiting Committee has been gratified to notice the deep interest of the pupils in the excellent advantages afforded them in this school. Evident diligence and thoroughness characterize their studies, and their general deportment is correct and earnest. The relation of the school to the great cause of popular education, seems to affect their minds with due impressiveness. The idea of the Principal is, we trust, becoming inwrought into the constitution and habits of the school. "I am anxious," he says, "to fit our young people to do *faithfully* the work that must devolve upon them in training the youth in our public schools; that they may be specially instrumental in developing a type of citizenship that shall not be the *shame*, but prove the *glory* of the Commonwealth."

For the Visitors,

EDWARD OTHEMAN.

Report of the Visitors of the Westfield State Normal School.

Mr. William H. Wells has recently completed his first year in charge of the school, as successor to Mr. Rowe. Mr. J. W. Dickinson has completed his third year in connection with it, and Miss A. G. Parsons continues as female assistant. The number of pupils has been steadily increasing during the year, and now has as large a number as has ever been connected with it at any one time, viz.: about one hundred, of whom about four-fifths are females.

The central district, having erected new buildings for its use, has withdrawn from the normal building, leaving the lower story free for occupation by the Normal School, which is greatly needed.

The whole number of different pupils in attendance during the year has been 183; 42 in the male department, and 141 in the female department. The whole number admitted during the year has been 106. Of this number 30 were admitted in the fall term, 31 in the winter term, and 45 in the summer term. Of the whole number, 50 had had more or less experience in teaching, previous to their admission.

The number of those who have regularly completed the course of studies during the year, is 27; 10 at the close of the winter term, and 17 at the close of the summer term.

The number in attendance during the different terms of the year has been as follows: fall term, 85; winter term, 73; summer term, 101.

Of these Hampden County has furnished	.	.	59
Worcester " "	.	.	47
Hampshire " "	.	.	20
Berkshire " "	.	.	17
Franklin " "	.	.	9
Essex " "	.	.	9
Middlesex " "	.	.	7
Bristol " "	.	.	5
Plymouth " "	.	.	2
Suffolk " "	.	.	1
Norfolk " "	.	.	1

Sandwich Islands	1
Kentucky	1
Connecticut	1
Maine	1
New Hampshire	1
Ireland	1—6
	183

Westfield has furnished 41 ; Lunenburg, 7 ; Leverett, 6 ; Great Barrington, 5 ; Southampton, 5 ; Lancaster, 5 ; Worcester, 4. The number from other towns is, in each case, less than 4.

The occupations of the parents of those who have been admitted during the year, are as follows:—

Farmers, . . . 58	Fishermen, . . . 2
Mechanics, . . . 21	Physician, . . . 1
Clergymen, . . . 9	Mariners, . . . 3
Merchants, . . . 7	Inkeeper, . . . 1
Teachers, . . . 3	Gentleman, . . . 1
	106

An attempt has been made during the year, to establish a standard of qualifications that shall be attained, as a condition of graduating. Pupils that reach this standard are entitled to the regular diploma of the institution.

The whole number of applicants during the year for the aid afforded by the State, has been 109 ; 25 in the fall term, 31 in the winter term, and 53 in the summer term.

The average age of the pupils in school during the summer session, was 20 years, 10 months.

Previous to the fall term, a year ago, the amount applied for was less than the sum appropriated to this school, and each applicant received the highest sum allowed by the rules of the Board. The amount applied for during the last fall and winter terms was considerably greater than the amount appropriated to this school for those terms ; but, as there was a balance from previous terms, in favor of the school, each applicant still received the largest sum allowed. Recently, the number of applicants has still further increased, and having no balance from previous terms,

each applicant received only one-half the sum that has been furnished heretofore. This large and sudden reduction falls quite heavily upon some of the pupils, who are entirely dependent upon their own efforts and the aid afforded by the State, to meet the expenses of their course.

We may be allowed, with propriety, perhaps, to suggest to wealthy, benevolent individuals, that there are few objects to which they can devote their contributions, that shall have so extensive and lasting influence for doing good, as in giving efficiency to means of instruction, by assisting worthy and promising individuals in their preparation for their vocation.

This school, it is confidently believed, is accomplishing a good work. Its teachers are all earnest, devoted laborers, and appear to appreciate the responsibility resting upon them in view of the great object to be effected. The pupils, also, manifest an excellent spirit, and are evidently striving to qualify themselves in a thorough manner, for their future duties.

A. PARISH.

State Normal School at Salem.

At the opening of this school, in September, 1854, Richard Edwards was appointed a temporary Principal. In the month of the following April, his appointment as Principal was unanimously confirmed by the Board. In April last, the visitors were authorized to appoint an additional assistant; Miss Lucy A. Tefft was selected for the situation. The school is accordingly organized with the following teachers: R. Edwards, Principal; Miss Martha Kingman, Miss Elizabeth Weston, and Miss L. A. Tefft, assistants. Mr. E. Ripley Blanchard has given instruction in music during the past year. A course of lectures on Physical Geography has been delivered during the month of November by Prof. A. Guyot.

The number of pupils in the school at the last report, was 65; since admitted, 69; retired or dismissed, on account of illness or want of proper qualifications to become teachers, 13. The present number in the school, 121. Of this number 27 have had

ore or less experience in teaching before becoming members of
e school, and 43 are graduates from High Schools.

Number in Senior Class, ...	53
“ Middle, “	35
“ Junior, “	33
Total in school, ...	121

Towns represented in the school, and number from each:—

Ashby, ...	1	Lowell, ...	2
Beverly, ...	14	Lawrence, ...	1
Bridgetown, N. S., ...	1	Marblehead, ...	8
Boscawen, N. H., ...	1	Melrose, ...	1
Boxford, ...	2	Middleton, ...	7
Chelsea, ...	1	North Andover, ...	4
Cambridge, ...	1	North Bridgewater, ...	1
Danvers, ...	8	North Reading, ...	6
Dedham, ...	1	Plymouth, ...	1
Dunstable, ...	1	Philadelphia, Pa., ...	1
Essex, ...	1	Portsmouth, N. H., ...	2
Gloucester, ...	7	Rockport, ...	1
Hamilton, ...	1	Salem, ...	25
Hampton, N. H., ...	1	Salisbury, ...	1
Ipswich, ...	2	South Danvers, ...	2
Kingston, ...	1	Sterling, ...	1
Lynn, ...	7	Wenham, ...	2
Lynnfield, ...	4		

Essex County, ...	97
Middlesex “	12
Plymouth “	3
Worcester “	1
Suffolk “	1
Norfolk “	1
Massachusetts, ...	—115
New Hampshire, ...	4
Pennsylvania, ...	1
Nova Scotia, ...	1
	121

It is very desirable that some appropriation should be made for the purpose of fencing and grading the grounds, and furnishing the school with the necessary apparatus, books, &c., which are so essential to the progress of the scholars in the acquisition of knowledge.

The school appears to be in a good condition, and the teachers are faithful and assiduous in the discharge of their respective duties.

H. WHEATLAND.

TREASURER'S REPORT.

TREASURER'S REPORT.

29

Sept. 12.	Brunnet's Bill, ...	14 00	
	Bar's Bill, repairs, ...	4 75	
	Salary of E. S. Stearns, Principal to Sept. 12, ...	272 00	
	Salary of Miss (Greely), to Sept. 12, ...	72 51	
	Class Bill, repairs, ...	15 42	
Oct. —	Child's Bill, ...	10 15	
	Salary of G. N. Bigelow, Principal, ...	104 54	
	Salary of M. C. Wilson, Assistant, ...	104 00	
	Salary of E. G. Hoyt, Assistant, ...	27 86	
	Salary of M. A. Bridge, Assistant, ...	252 48	
Dec. 4.	C. M. Briggs' Bill of Cost, ...		
	M. E. Wilson's Salary, (Assistant Teacher,) from Oct. 1, to this date, ...	71 43	3,278 57
1855.	To sundry Payments for Normal School at BRIDGewater—		
Jan. 3.	Salary of Principal, three months, ...	375 00	
	Salary of E. C. Everett, Assistant, ...	175 00	
	Salary of J. Lincoln, Assistant, ...	100 00	
	Paid J. C. Sharp, for Lectures on Chemistry, ...	50 00	
April 4.	Salary of Principal, ...	375 00	
June 9.	Salary of Assistants, ...	275 00	
July 6.	Paid Manufacturers' Insurance Company, ...	33 75	
	Salary of Principal, ...	375 00	
	Salary of Assistants, ...	275 00	
Sept. 10.	M. Conant's Bill, incidental expenses, ...	60 14	
Sept. 18.	Burnham & Brothers' Bill of books, ...	70 72	
Oct. 10.	Burnham & Brothers' Bill of books, ...	17 00	
	Salary of Principal, ...	375 00	
	Salary of Assistants, ...	275 00	
1854.	To sundry Payments for Normal School at SALEX—		
Dec. 16.	Bill of reference books, ...	68 30	
	Bill of reference books, ...	43 50	
	Bill of reference books, ...	70 45	
Dec. 20.	Bill of class books, ...	83 15	
1855.	Salary of Principal, ...	215 40	
Jan. 3.	Salary of Assistants, ...	300 00	
	Bill of books, ...	187 50	
	Advertising, ...	7 40	
	Six Wooden Dividers, ...	6 00	
	Carried over, ...	5 00	
		\$605 90	
		\$11,806 57	
	Carried over, ...		\$15,000 00

Dr. THE BOARD OF EDUCATION in account with THOMAS KINNICUTT, *Treasurer*—Continued. *Cr.*

		Amount brought over,	\$605 80	\$11,805 87		Amount brought forward, \$15,000 00
1855.	To Express,		\$1 00			
Jan. 8.	Crayon,					
	sundry Bills of books, furniture, &c., purchased by H. Wheat-					
	land,		435 41			
	Salary of Principal,		800 00			
April 2.	Salary of Assistants,		187 50			
	Contingent Expenses,		12 13			
	Israel Felton's Bill of book cases,		75 00			
	J. Drury's Bill repairs,		2 10			
	N. Berry, care of house,		37 50			
	Salem Register, \$4; W. P. Fuller, \$4.50; Aqueduct Co., \$25,		33 50			
	W. Phelps, hanging bell,		2 80			
	Salem Register, Bill for advertising,		1 00			
	Ives & Streeter's Bill of books,		7 79			
	D. H. Jewett, carpenter's work and stock,		21 24			
	J. Smith, clock,		9 50			
	Erastus Hoyt, carting,		1 25			
	J. Wilkins, carpenter's work,		32 84			
July 9.	Salary of Principal,		350 00			
	Salary of Assistants,		233 88			
	Stationery, &c.,		6 55			
	John Dike's Bill of coal,		76 75			
	N. Berry, care of house,		38 28			
	Rent of piano,		24 00			
	Insurance of house,		34 00			
	Savory's Express Bill,		6 25			
	Aue Brooks, brushes,		2 12			
	Jason Wilkins, furniture,		56 47			
Oct 1.	James Kimball, furniture,		79 23			
	D. B. Brooks & Brothers, for books,		8 11			
	J. M. Ives, chalk,		7 15			
	Ives & Smith, books, &c.,		56 80			
	R. Edwards, Principal, salary,		875 00			
	Assistants' salary,		800 00			
	Contingent Expenses,		28 98			
	N. Berry's Bill, care of house, &c.,		40 50			
	Aqueduct Company,		25 00			
	Use of piano,		12 00			
1854.	To transfer General Payments for State Normal Schools—			\$3,451 77		
Dec. 16.	paid for Miscellaneous books purchased by D. Sears for all the Schools,		79 87			
	(for purchase books)		8 00			
						88 87

TREASURER'S REPORT.

31

\$15,000 00

\$15,000 00

ON ACCOUNT OF APPROPRIATION FOR ERECTING STATE NORMAL SCHOOL-HOUSE AT FRAMINGHAM.

1854.	1854.	1854.	1854.
Dec. 24.	Dec. 13.	Dec. 13.	Dec. 13.
To paid A. R. Eddy, Architect, balance of his Bill,		\$200 00	By balance in hands of Treasurer on account of this appropriation, at this date. See account settled Dec. 13, 1854.
Feb. 1855.			
Feb. 15.		400 00	
June 15.		104 72	
July 9.		100 00	
Aug. 2.		182 49	
		150 00	
		27 92	
Sept. 12.		25 48	
Sept. 17.		150 00	
Oct. 26.		100 00	
Dec. 13.		844 70	
		\$1,730 49	
			\$720 49
			1,000 00

ON ACCOUNT OF APPROPRIATION IN AID OF PUPILS ATTENDING STATE NORMAL SCHOOLS.

1855.	1854.	1855.	1855.
Jan. 27.	Dec. 13.	Dec. 13.	Dec. 13.
To paid E. S. Stearns for Pupils at Framingham School,		\$394 50	By balance in hands of Treasurer on account of this appropriation, Dec. 13, 1854. See account settled at that date.
Feb. 22.		31 50	
March 8.		416 00	
June 30.		56 00	
July 6.		43 00	
July 26.		303 50	
July 27.		422 00	
July 27.		151 00	
Nov. 21.		65 00	
Dec. 13.		841 00	
		\$2,135 50	
			\$185 50
			1,000 00
			1,000 00

BOARD OF EDUCATION.

Dr. THE BOARD OF EDUCATION, in account with THOMAS KINNICUTT, Treasurer—Continued. Cr.

ON ACCOUNT OF APPROPRIATION FOR SUPPORT OF STATE SCHOLARSHIPS.

1855.	July 7.	By amount of warrant drawn on State Treasurer, on account of this appropriation,	
1855. 2.	To paid State Scholars, as follows:		
July	paid George W. Crosby,	\$100 00	
	paid William H. Fox,	100 00	
	paid Alfred S. Hartwell,	100 00	
	paid Charles H. Leroyd,	100 00	
Sept. 10.	paid Charles D. Sanford,	100 00	
	paid J. Grosvenor,	100 00	
	paid S. C. Priest,	100 00	
	paid A. T. Jones,	100 00	
	paid J. F. Fuller,	100 00	
	paid J. W. Cross,	100 00	
Sept. 20.	paid Benjamin Wormell,	100 00	
	Balance in hands of Treasurer, on account of this appropriation,		
		\$1,200 00	\$1,200 00

ON ACCOUNT OF THE TODD FUND.

1855.	Dec. 13.	By balance in hands of Treasurer, on account of this fund, Dec. 13, 1854. See account settled at that date,	
1855. 9.	To paid A. Guyot for Lectures on Geography,	\$200 00	
Jan.	paid C. R. Blanchard, Instruction in Singing, Salem School,	44 00	
	paid C. R. Blanchard, Instruction in Singing, Framingham School,	20 00	
April 4.	paid J. & W. Grout's Bill for Mirrors for all the Normal Schools,	100 00	\$329 03
May 2.	paid Burdham & Co.'s Bill for four sets Hilobrock's Geography,	25 00	
	paid O. Collector's bill, Instruction in Singing, Framingham School,	50 00	
July 11.	paid Instruction in Singing, at Westfield School,	25 00	
	paid E. H. Blanchard, Instruction in Singing, Salem School,	73 00	714 00
	paid E. H. Blanchard, Instruction in Singing, Framingham School,	50 00	
	paid E. H. Blanchard, Instruction in Singing, Bridgewater School,	60 00	
Dec. 5.	paid Professor A. Guyot, for Lectures on Geography at the Normal Schools,	200 00	
		\$1,000 00	165 97
			\$1,165 97

TREASURER'S REPORT.

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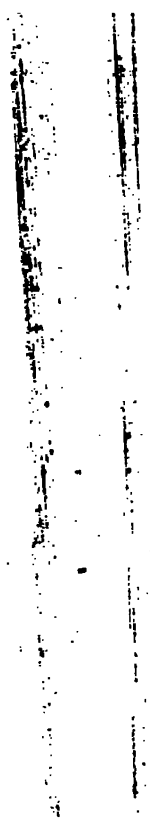
To balance due to Treasurer, on account of Todd Fund, as above stated,	\$155 97	By balance in hands of Treasurer, on account of appropriation for support of State Normal Schools,	\$148 00
General balance in hands of Treasurer, at date of rendering this account,			
Dec. 13, 1885,	778 72	By balance in hands of Treasurer, on account of appropriations for erecting, &c., State Normal School-house at Framingham,	344 70
		By balance in hands of Treasurer, on account of appropriation in aid of pupils attending State Normal Schools,	341 00
		By balance in hands of Treasurer, on account of appropriation for support of State Scholarships,	100 00
	\$834 69		\$834 69

E. F.

THOS. KINNICTT, *Treasurer.*

We, the subscribers, have examined the foregoing account, and find it correctly stated and properly vouched.

ISAAC DAVIS,
ARIEL PARISH, } *Auditing Committee.*



NINETEENTH ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.

TO THE BOARD OF EDUCATION.

LEMEN:—

submitting this, my last Report, as Secretary of the Board of Education, it would be natural to take a general survey of the present state of education in the Commonwealth, as compared to that of the period when I entered upon my official labors. But as that was made the subject of the last year's Report, I propose in this to point out such defects, and to suggest such improvements in our public schools, not already suggested in former reports, as occur to me after a period of seven years' observation. Great progress has been made in education at home and abroad during this period.

In the British empire and in the central and northern states of Europe, the public attention has been especially drawn to the subject of education. In England few topics, except those of war and reform in government, engage the public mind to an equal degree. Leaders, whose names stand out most conspicuously as the advocates of a national system of education, are not isolated individuals acting merely from their own personal convictions. They are the representatives of an immense body of earnest and intelligent men, without whose support no great public measure could be carried. The chief barrier in the way is the connection between the church and the state. In fact, the question of a general system of education in England is essentially a church question. If this were satisfactorily disposed of, all the other parts of a national system could be adjusted with comparative ease. In the United States of our own country but one line of policy is pursued, that is the encouragement and indefinite improvement of the public schools. It is with them no longer a question whether a universal system of free education shall be maintained, nor whether Christianity shall be recognized in the schools. The advocates of private schools, as the means of popular education, or of sectarian schools in which religious influence shall have no place, or of sectarian schools in which the distinctive doctrines of particu-



TO THE BOARD OF EDUCATION.

MEMORANDUM:—

In submitting this, my last Report, as Secretary of the Board of Education, it would be natural to take a general survey of the present state of education in the Commonwealth, as compared to that of the period when I entered upon my official labors. But as that was made the subject of the last year's Report, I propose in this to point out such defects, and to suggest such improvements in our public schools, not already suggested in former reports, as occur to my mind after a period of seven years' observation. Great progress has been made in education at home and abroad during this period. In the British empire and in the central and northern states of Europe, the public attention has been especially drawn to the subject. In England few topics, except those of war and reform in the government, engage the public mind to an equal degree. The leaders, whose names stand out most conspicuously as the advocates of a national system of education, are not isolated individuals, acting merely from their own personal convictions. They are but the representatives of an immense body of earnest and intelligent men, without whose support no great public measure could be carried. The chief barrier in the way is the connection between the church and the state. In fact, the question of a general system of education in England is essentially a church question. If this were satisfactorily disposed of, all the other parts of a national system could be adjusted with comparative ease. In the United States of our own country but one line of policy is pursued, that is the encouragement and indefinite improvement of the public schools. It is with them no longer a question whether a universal system of free education shall be maintained, nor whether Christianity shall be recognized in the schools. The advocates of private schools, as the means of popular education, or of sectarian schools in which religious influence shall have no place, or of sectarian schools in which the distinctive doctrines of particu-

lar creeds shall be taught, have mostly disappeared, having been driven from the field by a force of argument which it was not easy to resist.

The great principle of the necessity of a public system of education, which shall be free to all, may be regarded as theoretically established. The value of this principle is now to be tested by experiment on a very broad scale, no civilized state being willing to leave its subjects in ignorance while others are, by means of that experiment, advancing steadily in power and prosperity. Inasmuch as it is no longer necessary to advocate the theory, it is the more important to guard against mistakes in conducting the experiment.

One of the most common and fatal mistakes made by ardent friends of education is the indulgence of unreasonable hopes, and the maintenance of extravagant views as to what they can effect by means of it. It is often supposed that great results can be produced in a single term of twelve or fifteen weeks. Both teacher and committee aim at this rapid mode of manufacture. True education is that which aids the slow and healthy growth of the mind,—the incorporation into it of principles and the formation of tastes and habits, the full value of which will appear only after mature years have developed their tendencies. The highest and best parts of education are incapable of exhibition. The show made at the close of a term is well enough to amuse children and their fond parents, but is often like that of newly dressed pleasure-grounds, adorned with trees and shrubs fresh from the nursery, having a show of vitality in the foliage, though as yet drawing no sap from the root. Such frostwork of the school-room is soon dissolved and generally passes away with the occasion. All attempts at such premature results of education are nearly useless, and yet our system of employing teachers by the term renders it almost necessary for a teacher who is ambitious of distinction, to lay his plans for that kind of superficial culture and mechanical drill which can be produced in a few weeks, and shown off as evidence of marvellous skill. An experienced educator or observer can, indeed, inspect the processes of education, and judge of their fitness, as an agriculturist can of the preparation of the soil, and of the quality of the seed. But most persons must wait for time to bring forth the fruits of education, before they can form a true judgment of its character. All expectations of triumphant re-

cess in the schools, founded upon such views of speedy results as those above alluded to, are destined to fail of their fulfilment. And when the people have been misled by these vain hopes, and find themselves in the end bitterly disappointed, the public schools will be in danger of languishing, bleeding from wounds inflicted by their own friends.

There is, moreover, in the ardor of philanthropic enthusiasm, danger of overlooking the limitations of the teacher's power. While that power is great, when properly sustained by collateral influences, it has yet many limitations, partly from the nature of the human mind, and partly from peculiar circumstances. One of these limitations is to be found in the individuality of the pupil's mind. When it is said that the teacher has a power over the young, like that of the sculptor over the block of marble, some abatement is to be made for the rhetorical character of the statement. The marble is entirely passive. It has no embryo nature to develop, no hidden tendencies to some unknown result, no secret processes working great changes, expected by no one, and bursting, at length, suddenly upon the view by some new exhibition of talent, or some new form of character. To such an extent have these phenomena been observed in original minds, that a conclusion has often been hastily drawn disparaging to all education. All real talent, it is sometimes said, is self-developed and self-regulated. The truth contained in this statement is, that some minds have such strong intellectual instincts, and such natural energy, that they are less dependent on a teacher's aid than others; that in struggling with difficulties and overcoming obstacles, they acquire an independence and power which more than make up for a want of early elementary training. But even upon such intellects the influence of a genial teacher must be favorable, while to those of the common class it is indispensable. Still, it must not be forgotten that there are under-currents in almost every pupil's mind, which are not easily detected by the teacher or by the parent, which sometimes conduct to issues wholly unexpected. When remarkable powers and capacities are working thus in secret, the school training may come so little in contact with them as to do but little good or harm; or it may be that an earnest teacher's endeavors have been nothing but unsuccessful contests against natural proclivities which could not be resisted, but might, with more skill, have been guided and modified. In other pupils there is a weak-

ness or dullness of intellect which effectually limits the teacher's power. His labor is not lost, it is true; but the public expectations are not in these instances realized. No one ought to be disappointed or discouraged at such results. They ought to be foreseen, and none but reasonable expectations ought to be cherished.

Another limitation of the teacher's power lies in himself. Education, when pursued as a definite object, is the action of a well-formed and well-furnished mind in forming and furnishing another's mind, while the latter is in a plastic state. Some of the difficulties connected with the mind that is to be educated have been considered. There are others, not less real, growing out of the educator's mind. I do not refer here to the necessity of knowing and comprehending the subjects to be taught, without which no one ought to find employment as a teacher; nor to the necessity of a thorough apprenticeship in the art of teaching, respecting which there remains, at the present time, little doubt; but to that study and control of one's self which must be even more searching and rigid than of the pupil. The mind that exerts a formative influence upon so many others should itself be a model mind. This, though simple in theory, is not quite easy in practice. The teacher's mind cannot be constructed anew, according to prescription. And yet there are few teachers whose minds do not need remodelling, or, at least, to be changed in many particulars, in order to give them even a relative perfection. What shall the teacher do in these circumstances? Shall he passively resign himself to his lot, and teach and govern the young in the manner which is to him most natural and easy? or shall he have a perfect standard, a beau ideal, in his mind, and then by an analytical process, subject himself to the most searching examination and record the results for his own careful inspection? Suppose there are idiosyncrasies which can never be remedied. Suppose some of the organs in the mental constitution are feeble and almost imbecile. Suppose there are peculiar tastes of decided predominance, and yet of questionable character, and habits that are strong and obstinate, and yet objectionable. There may be a want of clear and well-settled principles in morals, so as to furnish no basis for a system of sound discipline: or there may be remains of early vicious habits, which leave their taint long after the correction has been applied. How are such things to be managed? If a teacher could be relied on for making an examination of himself with the thor-

roughness of a philosopher, and for forming an idea of himself with the impartiality of an indifferent spectator, one class of difficulties would be disposed of. If, moreover, he had the power to supply what is wanting and to remove what is evil, that would enable him to accomplish something of great moment. If he would conscientiously give his earnest attention to the subject, and do what he could towards remedying defects, or by a careful and cautious procedure so manage himself, his instruction, and his discipline, that the injury or loss sustained by the school should be reduced to its minimum, a very important end would be secured. But how many of the teachers actually selected and employed, possess these traits of character; and how many will there be after all the efforts made by the public to bring about such a result? If, then, we found our expectations on ideal views of teachers, of teachers as they should be, and not as they are, it is quite clear that the hour of our disappointment, though it may be delayed, will certainly come. The sooner our expectations are moderated the better, and the safer will it be for us, and for the stability of our interest in those invaluable institutions, the public schools.

But the greatest obstruction to the teacher's success, the most absolute limitation of his power, is to be found in the fact, that of education, in its full and proper sense, only a part belongs to the school-room. Over that larger department of education given out of the school-room he has no control. For the character of such education other parties are generally held responsible. But even his responsibility cannot always be fixed definitely upon individuals. There are circumstances in the history of a people which have their educating influence, and yet cannot be changed. The pioneer in a new settlement is not bound to perform, in respect to education, more than the state of society will admit. If the population of the country is sparse, and there is a general want of refinement, and the means of high intellectual culture do not exist, he cannot be held answerable for deficiencies which he cannot prevent. In the rapid growth of great cities, and the general increase of wealth and luxury, difficulties of an opposite character are experienced. Here there are positive tendencies to a corruption of the public manners which no merely human power can remove. In the ordinary course of events, wealth and luxury will, as all history teaches, exert an influence over the young, taking away the motives to industry, economy, and other home-bred virtues, stim-

ulating the more dangerous appetites and passions, educating them, in short, to any thing but to a useful and honorable life. This is a miasmatic influence, which no vigilance of the wealthy parent can, with certainty, keep from injuring his offspring.

A people may, as is now the case with us, be subject to influence from the presence of a foreign race of men. The domestics in our houses form a part of the circle in which our children are reared. Falsehood, deception, and petty frauds, practised daily in the nursery and about our homes, by persons in our employ, will leave their effect on the tender susceptibilities of childhood. The men who are employed about our houses, gardens, and farms, or in our workshops, uttering words of profanity and of vulgarity, are acting most effectually in destroying the virtuous sensibilities of our sons, and in sowing the seeds of vice. The influx of a more intelligent class of foreigners, educated in the corrupt monarchies of the old world, brings with it other perilous influences, besieging the very citadel of our social virtues. The refined epicurism and infidelity, imported largely at this time from countries where the popular religion is a state trick or a farce, is in danger of being diffused in social circles by men of some literary and scientific pretension. The Sabbath is to many of them a mere day of amusement. The church and its holy services are spoken of with levity and disrespect. The manners, the sentiments, and the virtues of our worthy ancestors are ridiculed, and even the most sacred institutions of society, the marriage and the family relation, are held in little esteem. These things the parent may see and lament, but can he prevent them, or be sure that his children are entirely shielded from their influence?

Unfortunately for the purity and nationality of our manners, the customs of society are undergoing a change, which favors the introduction of these demoralizing foreign influences. Our civilization is becoming cosmopolitan. By various means the panorama of the whole world is kept before our minds. The great countries of Europe, as if they were but so many little provinces, are pouring in their items of intelligence upon us almost daily. Our whole population belong, in a certain sense, to a great complex social system, in which whole nations act but a single part, by which means we take on much that was once totally foreign to us, and lose much that was once characteristic of us. In this general intermingling of European and American influences, and part

means of it, it is becoming very common for the sons and daughters, not only of the rich but of the middling classes, to visit the world, to see its sights, to learn its manners, and to acquire "fashionable" ideas. How often do they return with their ideas of life greatly modified, more to their own satisfaction than to that of their friends. They have learned, however, that pleasure ought to be the end always kept in view; that our simple and staid manners need reform; that so much idleness, sloth, and labor, duty, and virtue, makes life dull and prosy. They flock among us with these new views and feelings, and become leaders in all the circles of fashion. The young are fascinated and imbued with the same spirit. It flows down to them from high places, and enters into the valleys, and when the effects begin to appear, Solomon steps forward and points to them as evidence that the system of public schools is productive of evil rather than of

gain, the crowds of young people rushing from the country to the cities, and the gregarious life of childhood and youth in numerous manufacturing towns and villages, furnish peculiar facilities for the diffusion of corrupt principles and morals. They then find, in their new places of abode, pleasures set before them appealing to every sense, and in gradations adapted to every variety of the intellect. The current of sensuality, more or less religious, is so strong that it too often sweeps almost every thing before it. The village has fewer, but more vulgar entertainments for the young, and temptations peculiar to itself. This life of congregated numbers, where money, leisure, shows, and a succession of amusements are the objects of pursuit, is now, with inconceivable rapidity, educating myriads of children who will soon be called upon to act a most important part in history, deciding, perhaps, the destinies of our government, and affecting, more or less, the hopes of mankind, as involved in this great experiment. Are the public schools justly responsible, if, in such a state of things, a new generation should not turn out to be all that the friends of virtue and humanity could desire? Are we called upon to promise or to swear, that, unaided and alone, they will have the power necessary to turn back the tide of degeneracy setting in from so many different points? There are other agencies to which we are entitled to look for aid, and happy will it be for posterity if, by their

combined action, all the objects of a Christian education can be realized.

The general tone of society, when at variance with the influence of the conscientious teacher, is a powerful check upon the success of his efforts. Indeed, as to manners and morals, it is society chiefly that educates. The influence of the school-room is limited in respect to time. A part of each day is spent by the pupil in the family, and a part in promiscuous intercourse with others. Every child, on entering a school for the first time, carries with him a character formed elsewhere. This character is what parents and companions have made it; and being daily nourished by intercourse with these, it will be very likely to be maintained, notwithstanding the efforts of the teacher to the contrary. But suppose the teacher to be so fortunate as to gain the victory for the present. When the pupil leaves the school at the early age which is now common with us, he returns to the influences of that same society where he first drank in a poisonous atmosphere, and where, in all probability, the defeated party will retrieve its losses. A teacher may not despair even in these circumstances. He may prevent much evil. He may prepare the soil for some other persons to cultivate with better success. He may produce enough of effect to constitute a sufficient reward for his labors, though far below his wishes. He may, in many instances, make an impression on the heart which time will never efface. At any rate, having done what he could, he will share with the good of all ages in the high satisfaction of having done his duty. Still, the adult portion of the community should remember that with them mainly rests the responsibility of forming the moral character of the young. And here a distinction must be made between the legitimate sphere of domestic discipline and the more general control of public manners. Who is to guard the morals of the young, when they are abroad and in company with such persons as they may chance to meet? How can their eyes be kept from polluting sights, and their ears from sounds freighted with immorality? Here, at some place of village resort, they see what they ought never to see, and hear words of strife, of ribaldry, and of blasphemy, which ought to be confined to dens inaccessible to childhood. Still worse is it when the streets swarm with juvenile offenders, because the sympathies of the young with each other are so strong. The vicious practices of adults may be so viewed, where proper instruction is given,

to be repulsive, and be turned into a warning. The grosser sins of vice in adults may not be so seductive as those that are more decent. But with children associating with each other it is otherwise. Their vices are more contagious. When a child is done by another in wrong doing, there is a silent appeal to the rage of the former, which few have sufficient strength to resist. Children, moreover, have selfish passions. They readily listen to recitals of a companion who describes the little arts by which he procures forbidden indulgences, escapes the vigilance of parents, and deceives them. One such companion has it in his power to corrupt the children of a whole neighborhood; and it often happens that a group of boys form connections in practising petty crimes, which exert a pernicious influence upon their character far outweighing the salutary influence exerted by parents and teachers.

It may be said that if parents cannot extend their control over the morals of children generally, they can, at least, keep their children from bad companions. This is true but in part. Children are so fond of each other's society, and so weary of the monotony of retirement, that they seize greedily upon all the incidental opportunities which present themselves for meeting with companions, making choice of associates rather from congenialities and feelings than from moral considerations. The greatest society will therefore be found to exist in those communities where, by various means, the youthful population are generally kept far from the contamination of vice. What may be done to repress juvenile misdemeanors, as they are now manifested too commonly in public places and in the streets, is a subject worthy of consideration. The difficulty lies chiefly with those children who are neglected by their parents, and with others who, when beyond the observation of their parents, are swayed by the example of the former. The negligence of many parents, who otherwise are good citizens, in respect to the moral training of their children, is almost unaccountable. They provide liberally for their physical wants, but leave them, as if strangely indifferent to their higher interests, to form their own moral habits and tastes. They do not apply their minds constantly and earnestly to the subject of forming their character. They neither study the principles, nor inform themselves of the best methods, of training their children to wisdom and virtue. Their minds are engrossed with business, or with the demands of social life. They act as if they believed that a pecuniary provi-

sion for the present and future support of their offspring were the main part of parental obligation. But is there any thing more sure to end in disaster than leaving indiscreet and inexperienced children, in whom the passions are strong and the understanding weak, to choose their own ways and their own associations? Indulgence seems to be deemed equivalent to the law of love. Appetites whose excesses are dangerous to both body and mind, are allowed to grow to exuberance. Habits that enfeeble the mind, and foster a love of luxury and indolence, are suffered to be confirmed. The filial duties of obedience and respect are not insisted on. Independence and smartness in a child, with a spice of impudence, seem to be interpreted as an omen for good. The kindness, forbearance, and acts of service, are all on one side. Pure selfishness in the child, it is supposed, will, in time, if left to itself, work its own cure. Will it be strange, if such parents in their old age should have occasion to think of the proverb, "It is easier for one parent to support seven children than for seven children to support one parent!" It will not be strange if the current of love be found by them, to their grief, to be downward, from parent to child, rather than in the opposite direction. It cannot be too deeply impressed on our minds, that generally children are, in their character, what we make them. How unfortunate, then, must be the condition of those children, who are not merely neglected by their parents, but are directly and deeply injured by their pernicious example! If there are persons who neglect their own moral culture, and by indulging in wrong feelings, words, and acts, are willing to jeopard their own happiness, it would seem, that in holding the place of parents, and pouring the tide of evil upon their helpless offspring, they add cruelty to immorality. At least, they should take as much pains to hide their vices from their families as from others. Yet how unrestrained are the passions, the ill feeling, the harsh words, and unkind acts of many parents, where there are none but their young children to witness them! These are lessons that are sure to produce their effect. The imitative nature of childhood will here show itself with fearful energy.

There is one more element in the adverse influence of society, as counteracting the work of the teacher, which must be mentioned. It is that of the equivocal character of much of the reading, and of the public amusements in which the children of the present age share with others. The daily papers lie upon the

tables of every household. The angry quarrels of editors with each other, the bitterness of political controversy, and the mendacity of the press on the eve of elections, furnish a very unsuitable aliment for the young. And how many of the short, spicy paragraphs, with which the editor or contributor seeks to enliven his columns, are addressed to the sensual passions, in language and tone so lascivious that no pure minded father could read it in the presence of his family. This is the more alarming as a sign of the times, from the circumstance that not only is the supply of material such in amount as no other age ever knew, and the reading habits of the young, in consequence of our public schools, far in advance of those of adults in former times, but that those papers which are the least scrupulous in their moral tone, have often a wider circulation than others, and are even extensively patronized for the use of families. It is not necessary here to refer particularly to much of the lighter literature, of no better moral tendency, which finds its way to the homes of the young, vitiating their imaginations with pictures of scenes which no pure mind can contemplate with pleasure. Many of the popular amusements, too—once an occasional luxury, but now a necessity of the young—have the same character and tendency. They must be adapted to low and vulgar tastes, in order to attract the multitude and be made profitable. A large proportion of the support they receive comes from children, for whose injury the fond, but inconsiderate parent, pays the price more freely than he does his school tax.

In view of all these facts, it will be safe to conclude that if, notwithstanding all that is done for the education of the young, they are, as is sometimes said, no more likely to make good citizens than were the children of former generations, who enjoyed no such advantages of education, the cause may easily be found elsewhere than in the character of the public schools. That they accomplish less good than they might, if more skilfully conducted, is conceded. That they produce of themselves, by a direct and positive influence, any considerable part of the evils complained of, may, it is believed, be justly denied. In all the schools which are worthy of the name, the pupils are trained to some kind of order. All teachers give directions in regard to the deportment of their pupils, exacting industry, allotting the time and prescribing the manner of their recreations, requiring submission to authority, respect and obedience to themselves, and freedom from violence and wrong to

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each other. So far as this goes, it is favorable to moral training. If the discipline were carried to a greater perfection, the effect would be still better. Not to have sufficient power to prevent all the evils to which the young of this age are exposed, is quite a different thing from being the positive cause of these evils. Christianity itself does not entirely arrest the progress of evil. Is it therefore the procuring cause of evil?

Having touched upon some of the causes of the want of complete success in the schools, which lie beyond the control of those to whom is intrusted the work of education, and having intimated the evil effect of overlooking these in forming our estimates of what our public schools may reasonably be expected to accomplish, I shall next proceed to indicate some of the more important dangers to be guarded against, and some of the more prominent defects to be removed by the various bodies of men and individuals through whose agency our system of public instruction is carried on.

It may appear hardly decorous to suggest that mistakes are liable to be made in that branch of legislation which relates to the public schools. That such, however, should sometimes be the case, will not appear remarkable, if we consider that it is comparatively a new department of legislation, at least, in its present extent. As we are destitute of the guidance of any well-settled and long-tried system of school legislation, in advance of our own, in any of the States of the Union, and as those of the old world are not adapted to our condition, we are obliged to develop a system of our own as exigencies arise, and to proceed sometimes without the light of much experience. Many new laws relating to schools have been enacted within a few years, and these do not always perfectly harmonize with each other. It would, perhaps, be well if new laws proposed for adoption, should first undergo a little more careful scrutiny by some person, or persons, familiar with all the existing enactments on the subject, and the principles on which they are founded, so that a strict consistency and unity of character should be preserved. The importance of this subject will not be diminished at all by the revision of the laws now in progress. Unless great caution be used, the adjustment of all the parts of the system which are now so disjointed, will soon be disturbed again. The danger lies more on the side of over-legislation than of too little legislation. I may be pardoned for suggesting, in this con-

action, that great vigilance will probably be necessary to guard at part of the income of the School Fund which is placed at the disposal of the legislature from the encroachments of those who would divert from its appropriate uses, and apply it to other objects than the promotion of the public schools. It is believed that the general understanding among the parties to the existing arrangement was, that it should be applied exclusively to the purpose of improving and invigorating the common schools. The education of particular classes of people, except those who are to teach in the public schools, and the encouragement of professional schools, and of literary and scientific institutions, however worthy objects they may be in themselves, do not legitimately come under this provision.

There is good reason to question the policy of patronizing, from the income of the School Fund, parties interested in the manufacture and sale of books and school apparatus. Such appropriations would much to bring the whole system of State action in respect to the schools into discredit. Admitting the necessity of furnishing the public schools with books, maps, and apparatus, there is no good reason why the towns and cities should not themselves supply the means of doing it. They certainly have the ability. If they are unwilling to do it, there is little reason to believe that they will provide for the safe-keeping of this species of property. The towns, if they purchase their own books and apparatus, can select precisely what they need, whereas the State cannot adapt its bounty to circumstances, but must adopt the same measure for all. It will thus happen that schools already furnished with these things will have a superfluous supply. The history of the past shows that money appropriated does not accomplish so much good as a less amount would do, if raised and expended by the towns themselves.

The object of reserving this part of the income of the School Fund was to enable the State to render that kind of aid, which is needed because it is not in the power of the towns to furnish it. Of this character are all the operations of the Board of Education. The nature of the work is such that, if it be not performed by the State, it cannot be performed at all. The whole spirit of our school legislation is on the principle that the schools are sustained, as far as may be, by the towns themselves; and that the State bear as little of that expense as is consistent with the efficiency of the general system. This, and this alone, accounts for

to gather the most valuable information, and throwing it out from the heart of the State to circulate in every artery and vein. Side by side with him stand able men, familiar with the practical working of every part of the system, who visit every town and village in the State, and render most valuable assistance to the local committees, and to the teachers of the schools. Besides all this, the Board has rendered a noble service by its Normal Schools and Teachers' Institutes, in elevating the teacher's profession to its present high position. It is strange indeed that there should be a single town in the Commonwealth that can overlook the great benefits resulting from this wise policy.

Of a similar character and effect, to return to my general topic, that low estimate of the value of education, which leads a much larger number of towns to make, in their annual appropriation, very inadequate provisions for the support of the schools. No money expended by a town is surer to yield good returns than that which is judiciously applied to educate the young. The increased intelligence of the people will, among its other results, manifest its power in the increased ability and skill with which they engage in their various enterprises, producing within the period of a single generation an increase of wealth which will far more than compensate for all the cost of education. Any town which enjoys the reputation of having good schools, will find, in that circumstance, an element of growth. It will, on that account, draw to itself from abroad wealth, intelligence and virtue. Both the value of real estate, and the refinement and civilization of the people will be enhanced. If we take a higher view, and inquire how the inhabitants of a town can make the most valuable contribution towards the improvement of mankind, we shall unhesitatingly reply, by sending out into the world well-educated and well-trained men and women to act their part with honor in advancing the progress of civilization, and all the interests of society. That such an end cannot be attained for us in our isolated condition, without the aid of a vigorous system of education, is self-evident and admitted by all.

It is needless here to repeat what has already been said of the reports of the Board of Education, on the progress of the system, or on the power of giving it any other than a constitutional basis.

the population, and to all the existing means of improvement; if the persons who are to have the superintendence of the schools are not selected on right principles and chosen with sole reference to the interests of education, if teachers are, by any faulty mode of procedure, injudiciously selected, it requires no great sagacity to foresee the consequences. On these several topics, together with others of a kindred character, I beg leave to refer to the valuable Report of Prof. Crosby, as Agent of the Board of Education. If further information be needed, it will be found in the subjoined abstracts of the school committees' reports.

The irregular attendance of the pupils of the public schools is a subject that deserves the attention of all who have, in any measure, power to diminish it. The loss of one-fifth of the benefit for which pecuniary provision is made by a public tax, is a just subject of complaint on the part of the tax-payer. If society has the right to levy a tax upon his property for the purpose of preventing the evils consequent on a state of popular ignorance, it would seem that he is justly entitled to expect that there shall be no culpable neglect in attempting to secure the full amount of the benefit contemplated. The parent is bound by a two-fold obligation—to his children and to the community—to see that the means of education provided at the public expense, be not neglected by his children. Each town and city is also bound to use all reasonable endeavors, through appropriate officers, to bring all the children living within its borders under the influence of the public schools. If it can be shown that children ought to be in the schools at all, the same arguments would prove that their attendance should be such as to accomplish, in the best manner, the object for which the schools are supported. If parents have no just right to withhold their children from the schools, much less have they a right to interfere with the progress of the children of others by the irregularity of the attendance of their own. If it be admitted that a pupil may attend school at just such times as he or his parent may choose, and is entitled to receive instruction accordingly, it will follow either that his class ought to be detained till his deficiency in the class exercises shall be made up, or that special instruction ought to be provided for him out of the class. But no one will pretend to such a right as this. Various expedients have been resorted to by different towns to diminish this irregularity of attendance. In some places it has been made the subject of public

discussion, and the sentiment of the community has been so improved as to act very favorably upon the minds of parents. In others, a custom prevails of publishing in the school report the names of those who have distinguished themselves for their regular attendance. In many towns, rules have been established by the school committee, excluding from the school those whose absences exceed a certain amount. A still better method is that of degrading such pupils, by putting them into a lower class. Great success has, in several instances, attended the labors of persons appointed to look after absentees, to inquire into the causes of their absence, and to use proper means to bring them back to the schools. No doubt different courses will need to be pursued in different places. Mild and persuasive measures, if successful, will prove the best. In manufacturing towns and cities, something more may be required. A very important point will be gained if the public attention is so drawn to the subject as to lead to any course of action upon it.

There is great danger that an excited state of feeling will spring up in towns whose territory is large, or whose population is unequally distributed, in respect to the policy to be pursued, both in arranging the different grades of schools, and in locating the school-houses. Those who live near the centres of population and those who live remote from them, will sometimes have, and still more frequently think they have, conflicting interests. Local prejudices already existing will come in to increase the difficulty. Instead of looking dispassionately at the benefit of the whole, and favoring that arrangement which will accomplish the greatest general good with the least sacrifice, parties will sometimes be induced, by the arts of selfish and designing men, to consult only their passions and prejudices, and refuse to advance any other interests than their own. It is deeply to be regretted that, on these and similar grounds, many a town has kept up a fierce contest for several successive years, while the dearest interests of a whole generation have been unnecessarily sacrificed. It is to be hoped that, in these unfortunate towns, a feeling of humanity will gain the ascendancy, which shall rescue children from being the victims of such disastrous strife. From the temperate and even earnest discussion of these topics, there is nothing to fear. On the contrary, the truth will thereby be more likely to be elicited, and the public mind to be enlightened.

I pass now to consider the work of the teacher. A very gener-

al defect observed in the schools is a want of clear ideas in the very elements of knowledge. Words take the place of ideas, and signs, of the things signified. The first thing to be done in teaching a child is to be sure that its ideas of sensible objects are complete, accurate, and clear. The process of forming general notions and giving to these common names, as designating classes of objects, belongs to the early period of childhood. The range of such classes of objects, constantly referred to, both in conversation and books, is quite large. With some of these the pupil is familiar, with others he is not. With regard to all those objects less known, which are frequently mentioned in daily lessons, the teacher's first aim should be to test the pupil's knowledge and to supply its defects. Things, not already carefully observed, must be frequently pointed out or illustrated. If practicable, a variety of each class should be presented, so that the general idea shall be so fully and truthfully formed as to lay a solid foundation for all that shall be built upon it. It is enough, perhaps, to draw attention to those objects of which it is necessary to speak in the lessons. An attempt to bring every thing before the pupil's mind at once, would lead to superficiality. The means of knowledge are limited, and so is its necessity. A child cannot travel abroad for the sake of extending his observation; and, if he could, his mind would not have time, nor sufficient power, to arrive at clear and fixed ideas on so many new objects. What is most important is, that, within a given circle of knowledge, the mind should be made to grapple with ideas, and gain the mastery over them. Afterwards this circle can be enlarged. So of all those elementary ideas which do not relate to sensible objects. By such means as the nature of each subject requires, all indistinctness and uncertainty must, if possible, be removed. The teacher should not only believe, but know, that his pupils understand clearly all the simple ideas which form the subject of their school exercises. In nothing is the teacher more frequently or more egregiously mistaken than in this. There is no other safe rule for the teacher to follow on this point than to take nothing for granted; and to call in question the accuracy of the pupil's knowledge till it is incontestibly proved. It is surprising that, with all that has been written and said on this subject, so many pupils in our schools remain almost without any clear apprehension of the ideas conveyed by the words they repeat. It is quite obvious that, when such a state of things pre-

vails, there can be no rational or profitable study of language. Unless the power of language is felt, and an ability to use it skillfully acquired, the study of its outward forms will be of but little use. Language takes its root in ideas, and ideas in things.

The connection of memory with a clear apprehension of things is very close. Memory is but little more than knowledge retained or recalled. When a thing is remembered because of the clearness of the perception or of the idea, or on account of its being referred to its proper class, and thus associated with what is already known, the act of remembering is purely intellectual, and the idea thus possessed is a permanent acquisition, and becomes a part of the mind itself. The more closely the memory is identified with the understanding, the more valuable will its cultivation prove to be. The memory that is arbitrary or accidental, that depends entirely on repetition or casual association, has its use, indeed, and cannot be dispensed with in the schools. But it may be the characteristic of a weak mind; and its exercise may be a substitute for thought. Where this distinction is overlooked in schools, great evils will be liable to ensue. Those who attach to the latter kind of memory the value which belongs only to the former, will be in danger of cramming the mind with words and the names of things, and calling it education. Those who estimate the former by the latter, will think lightly of both, and discard the cultivation even of a philosophical memory. There is a very current practice in the schools of exercising the memory in a way which is of little value. I refer to the great effort made to retain many things for a short time, until a lesson is recited, or an examination passed. These things not being understood according to their nature and qualities, or made perfectly familiar by use, glide from the mind as soon as the effort to retain them is relaxed. By excluding every other thought, and fixing the mind intently on a given subject, one may accomplish prodigies of memory; and this process may go on for many successive days with as many different subjects. But every successive day almost obliterates the work of former days. Hence it often happens that a pupil would pass a better examination soon after the middle of a term than near the end. The mind is not then too much exhausted, by being kept continually on the stretch, to act with freshness and vigor, nor hopelessly confused by a greater accumulation of heterogeneous materials than it can contain. The true mode of training the mind is just the opposite. It requires

that what is fundamental be studied till it is thoroughly understood. Being fundamental, it is constantly used in all that follows, and because it is understood and put to daily use, it is remembered. The memory of the pupil should not be encumbered with unessential details. Principles, important facts, points on which other things hinge, and those characteristic particulars which are necessary in order to form clear ideas, should be so studied and applied as never to be forgotten. That kind of memory which is purely arbitrary should be allowed to treasure up what it will, but should be forced to treasure up only the best things. It is a mistake to suppose that the exercise of one kind of memory strengthens the other. They do not depend on the same laws. The memory of words, of names, of figures, and of all arbitrary signs, depends either upon familiarity or upon accidental association. Principles, on the contrary, are remembered only when they are thoroughly understood, and are arranged in the mind in a philosophical order. As a knowledge of names contributes but little towards knowledge in general, so the memory of names contributes but little towards strengthening the memory in general. If a pupil is found to remember only words, or incidents and illustrations, it is certain that the subject itself has not been properly studied and understood. Either the mind is wanting in power, or the teaching has been defective. In many cases the mental imbecility is only apparent, a vicious habit having been superinduced by a faulty method of teaching. It is not enough, then, to know that the memory has had a certain degree of exercise in the schools. What is vastly more important is to know how the memory has been trained and exercised.

Of the use to be made of the imagination and of the understanding in processes of education, nothing need be said at this time, as the subject was discussed at considerable length in the fifteenth Report, to which the preceding remarks may be regarded as supplementary.

In the schools of many teachers there is an obvious want of power to secure the attention of the pupils. In those of others the attention, though secured, is directed to objects entertaining rather than instructive. In the one case, the means are sacrificed, and with them the end; in the other, while an end, such as it is, and the means are secured, the right and important end is lost sight of. The common fault of pupils is the want of interest in the subject

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of study, to remedy which is an important element of the teacher's art. Studies must be adapted to a child's capacities, and to the present amount and character of his attainments, in order to interest him. Pupils are, in most cases, urged on to stages of study too far advanced for them with their present state of knowledge, or to new subjects above their power of comprehension. Sometimes whole classes are carried over the ground too fast, and as they pass the proper limits, they lose all pleasure in study, and become discouraged. More commonly, individuals will be kept in a class that is in advance of them, and will be forced through a course of study without being able to comprehend it. Not only is it impossible for a teacher, in these circumstances, to interest the minds of his pupils, and keep their attention fixed on the subject, but the spirit of the pupil is very likely to be broken, and thus an irreparable injury to be done him.

Again, the principle of curiosity, inherent in every mind, may not only be neglected and the attention consequently lost, but it may be unduly stimulated or misdirected. It may degenerate into a mere love of novelty, and render the mind averse to all study and continued effort. The curiosity which seeks for something new in an old subject, which advances one step farther in it for the sake of the pleasure of additional knowledge, is of the utmost importance in steadily holding the attention to its point, and leading to farther progress. The danger lies in allowing pupils to rove from subject to subject in quest of novelty, which destroys all concentration of the mind and continued thought, and leads necessarily to habits of superficiality. The attention which must be secured in order to profitable study, is not merely that state of mind which is opposed to listlessness, but that which is opposed to distraction by a rapid succession of objects. Both these ends ought to be accomplished. If the attractiveness of the subject, when properly presented and illustrated, fails to do this, the difficulty lies in the mental habits of the pupil, the correction of which is one of the most important duties of the teacher. A mature mind may, by a determination of the will, force the attention, till from habit it shall become easy. The child may need encouragements and some other rewards besides the pleasures of knowledge. But such experiments must be made with great caution, and must be so managed as to lead to a spontaneous attention from the interest of the subject, as a result. A freer indulgence of the love of

novelty may be granted for a time, and by a proper adjustment of these intellectual rewards to intellectual effort, one may, in the end, succeed in making the acquisition itself of substantial knowledge its own reward. Often the best means of success is the influence of companions, whose sentiments and whose example may operate far more powerfully than the persuasion of the teacher or of the parent. New associations frequently change the tastes, the habits, and the character of young persons.

In respect to the moral training of the young, there are still greater deficiencies than in their intellectual training. The causes of this are various. Too frequently the subject receives but little direct attention. It is looked upon as a purely incidental part of education, and is either neglected or treated in a desultory manner. This is the first error to be corrected. All the parties concerned in the management of the public schools, must, as has been already observed, come to view this subject in another light, and to regard the discipline of the schools in the light of its direct and vital connection with the public morals. Reference has already been made to the duty of the community at large, and of parents in particular. But when the public sentiment, parental influence, and the school supervision, are all as they should be, there will still remain a great work to be performed by the teacher. If he thinks lightly of this part of his duties, he is not worthy of his place. How far the ranks of the profession would be thinned, if all such incumbents were dismissed, it is not for us to say. But it is quite clear that the schools should never be committed to such hands. None ought to be selected for this responsible office but persons of moral earnestness, who themselves attach great importance to the subject of morals, and who give satisfactory evidence of it by the labor they bestow upon their own moral improvement. A person who does not actually make it his definite aim to study his own heart, to cultivate and strengthen all the pure and noble affections, to control his passions, and to subdue his inordinate appetites, cannot have that moral discipline, nor that knowledge of its means and processes, which is indispensable to the successful cultivation of the morals of the young. A mere absence of striking moral blemishes, a negative sort of virtue, is not enough. If it suffice to guide the individual through a quiet and passive kind of life, it will not fit him to combat skillfully every form of moral obliquity, and to evoke virtue from minds of

every variety of temperament. The mind that is to infuse moral life into others, must itself have great vitality, must abound in all the elements of positive goodness. The labor, however, which the teacher bestows upon himself, is merely preliminary. His work as an artist still remains to be accomplished, and a more important work than that of forming the moral character of the young can scarcely be named.

The most common mistake in the discipline of children is that of judging their moral acts by the standard of our own minds. Many things which appear clearly wrong to a person of experience and mature reflection, do not appear so to a child. His feelings may readily respond to simple principles that are purely moral, so far as they are understood. But maxims which are the result of the experience and observation of centuries, though current in society, and identified in our minds with moral law, do not come to the uninstructed mind of a child with the same meaning or with the same authority as they do to ours. So it is with many of those rules which we have come to adopt from expediency. If we put all these upon the same footing with the simplest dictates of conscience, and suppose the child to understand them and feel their force as he does the latter, we do him great injustice. Discipline administered without regard to this distinction will often be founded on motives and feelings falsely attributed to the child, with an appeal to a sense of obligation which has, as yet, no existence in his mind. If, instead of judging his motives by a standard known only to adults, and making him feel an authority that seems to him purely arbitrary, we were to seize upon some moral sentiment within him, whose authority he understands and acknowledges, and to refer the act under consideration to that sentiment or principle, both parties would then be acting upon common ground, and the wrong reprehended by the one would be recognized and acknowledged by the other. Indeed, an individual act can be shown to be wrong, before a general maxim or abstract rule, applying to a large class of such acts, can be comprehended. That arbitrary procedure which makes one feel the terror of authority without feeling the force of moral obligation, often produces a deleterious effect by creating a keen sense of injustice. When it is necessary to inculcate and enforce rules founded on expediency or mere convenience, the obligation to submit to them can be made plain by a reference to the general law, entirely within the com-

prehension of a child, requiring him to be guided by others till he is capable of guiding himself. The great danger of the teacher is that he will not take the pains to inquire into all the moral elements involved in a case of discipline. His summary procedure is like that of a physician who should administer a remedy at random, without having time to ascertain the nature of the disease.

Acts, when made the subject of discipline, are not to be regarded so much in their outward form as in their causes. If a pupil fails to comply with what his teacher has required of him, this circumstance, of itself, furnishes no sure data to proceed upon. There is no one specific rule to meet all such cases as this. This single act, which is one and the same externally, may, in different individuals, have as many different grounds, each of which requires a peculiar mode of treatment. The failure may arise from obstinacy. Then the question will be, what course of treatment is adapted to strengthen and increase the obstinacy, and what to allay and overcome it? It may arise from diffidence, which is to be overcome, not by threats and punishments, but by inspiring confidence, by drawing the pupil out imperceptibly and by degrees. It may be from embarrassment, or over-excitement, producing confusion of ideas, which a little time and calm consideration will remedy. It may be from a sudden fit of passion, or from mere recklessness. So of falsehood, which is always to be reprehended, but in various degrees. If it be traceable to the habit of deceiving, with no strong temptation in the particular case then requiring attention, that circumstance gives it a peculiar character, which must have a treatment of its own. It may be a malicious falsehood, told for the purpose of gratifying revengeful or malignant feeling. It may be deliberate falsehood, whose object was to gratify some strong desire in itself innocent. It may be from fear, which has its numerous varieties according to its objects. Now, in one instance, the force of inveterate habit is to be overcome, and the corrupting influences of it removed, if possible; in another, a base passion is to be subdued; in a third, the excess of some rational desire is to be checked; and in another still, some virtuous principle is to be strengthened, as the antagonist of the passion or feeling that has undue influence. That off-hand kind of discipline which overlooks all such distinctions, and by a summary procedure visits each transgressor with the same penalty, because the external act is the same, is wholly out of place when applied to young children whose

plastic minds may bear the marks of such violence ever after. If there are teachers who cannot govern otherwise, let them learn some mechanic art, and work on coarser and less precious materials.

A teacher who habitually, in governing his pupils, acts with discrimination and conscientiousness, who is so just in his estimate of the nature and degree of the fault, and of its correction, as to give the impression that right-dealing is his aim and study, will acquire the confidence of his pupils in a degree that will render discipline easy ; while the one who, from carelessness, haste, or passion, makes frequent mistakes, and punishes unjustly, will be regarded as destitute of the feelings of humanity, and hated as a tyrant. The good or the evil reaches far beyond the particular instances to which the discipline is applied, it spreads out like an atmosphere over the whole school, and brings its benign or malignant influence in contact with every pupil.

In some of the schools, it is perceived that the teacher governs too much. He is incessantly checking innocent or indifferent acts, not leaving his pupils for a moment to a natural and easy deportment, but keeping them, as if he were a tactician, all the while under physical restraint. If to this there be a little love of fault-finding, or ill humor, the annoyance to the pupils is complete. There can never be a generous sympathy between such a teacher and his pupils. He has, in short, neither the natural temper, nor the moral feeling requisite for his office. Children ought to be emancipated from such a life of petty tortures as he will be sure to make them experience.

In other schools we find persons who govern solely by law. With them the duties of government are purely legislative and executive. There is no parental solicitude, anticipating temptations, and fortifying the mind against them ; no offices of charity winning the affections ; no example of attractiveness and moral beauty ; no attempt to establish an inward law, by inspiring a love of goodness ; but all is summed up in the words, law, transgression and penalty. Now, if, instead of allowing evil tendencies to work out their own results and develop themselves, and then depending on punishment to make reparation, a course of prevention were adopted, by planting the seeds of virtue and cultivating their growth, and by removing the seeds of vice, or by weeding them out as soon as they appear, how different would be the gen-

eral effect. Such persons are better adapted to be keepers of jails and prisons, dealing with hardened and stubborn offenders, than to educate the feelings and form the character of the young.

Another mistake, frequently made by persons of great moral worth, is that of supposing that the principles, character, and habits of the young are as fixed as those of adults. Both the evil and the good, as they appear in children, are regarded as having a settled tendency, as though they were subject to no fluctuations. In point of fact, children are creatures of impulse rather than of reason, and act from feeling rather than from any settled principles. Hence great changes are liable to take place from purely accidental causes. He who understands the secrets of young hearts, and knows by how slender a thread a latent passion may be drawn forth and guided, can often set indirect influences to work which will, by their silent operation, change a mischievous and troublesome pupil into an earnest and enthusiastic student. A book, a companion, an object of curiosity, a congenial occupation by way of amusement, may call forth elevated tastes where they were not supposed even to exist. On the other hand, he who overlooks the mutability of the character of the young, will sometimes find himself disappointed in those of whose good character he entertained no doubt. As there is always hope for a wayward child, so there is always danger that a dutiful child will degenerate, if left to bad influences. A mistaken view of this trait of juvenile character unfits one for training, in the best manner, either class of individuals.

From what has been stated, it is easy to explain why so many inexperienced teachers fail in government. It is because they have not studied the subject. Without much observation and reflection, it is not to be expected that one can succeed in a work of such delicacy and complexity. In school discipline the facts of the case merely give the starting point. The inclinations which predispose one to such acts, the impulses which moved him to it, the law by which such inclinations and impulses can be checked, the effect of certain modes of treatment, the choice of the best means and the use of them in the proper time and manner—these are points on which the inexperienced teacher has not sufficiently reflected. He proceeds, at once, to handle weapons which he does not know how to use, and whether he do more harm than good is a mere matter of chance. An act done in a passion is punished

in a passionate manner ; and the evil, instead of being remedied, is strengthened. Forgetting that the teacher's spirit begets its like in the pupil, he proceeds quite confidently to cast out devils by Beelzebub, the prince of the devils. He, by an injudicious threat, deprives himself of the liberty of using any of the means at his disposal except the particular one—not the best perhaps—to which he is committed. A skilful disciplinarian will have large resources. If one method does not succeed, he has another at hand ; and instead of being embarrassed, he is clearer in his judgment as to what is needed than he was before. This fertility of expedients is the result of much thought, suggested generally by personal experience. The teacher has no right to undertake so delicate and responsible a task without much preparation and much thought. He must, indeed, begin without experience, but not without observation and reflection. If a young teacher would first become an assistant, and in that situation treasure up experience, under the guidance of another, it would prevent many of the failures which now occur. When inconsiderate persons have undertaken to teach without having studied the subject of school government, school committees could aid them by calling their attention early to the subject. Many a teacher could in this way be so prepared for an emergency as to be able to meet it without a total failure, and so be saved from the disgrace of an early dismissal. Though the teacher must reflect for himself, and have a personal knowledge of the principles to be acted on, he can be aided in his reflection by others. It is no uncommon thing for one who fails in government in the first school, to succeed well afterwards. The first furnishes materials for reflection, and compels one to study the nature of children, their temptations, their weakness, and their wants, and to learn by what means a wrong feeling may best be corrected, or a right feeling strengthened. And when once the teacher begins to reflect carefully, and to proceed upon settled principles and by sober calculation, there will soon be, with a person adapted to the profession, an approximation to the right way, that cannot in the end fail of being successful. As most of the failures of teachers in the country towns are owing to this one cause, it is important that both school committees and teachers take the matter into more earnest consideration. Inconsiderateness with both parties is the great cause of the evil.

The fault of some experienced teachers in administering disci-

pline lies in an omission to refer to a higher than human authority in enforcing moral obligation. Acts that are essentially wrong, are reprehended on the ground of being violations of the rules of the school, which are supposed to depend merely upon the will of the teacher, and to extend no farther in their ground and principle than to the convenience of the school. There can be no true moral training, no formation of character on great and immutable principles, where nothing more is done than to enforce rules established for convenience. A child ought to be taught to regulate his actions by the will of God. In one respect the teacher and pupil ought to stand on a level with each other, both bowing to the will of their Maker, and performing their respective duties to each other out of regard to his authority. A school should be led to view itself as under the inspection of an All-seeing Witness, and each member to hold himself accountable to Him for the spirit and character of his deportment. Let these comprehensive principles be kept before the mind, and they will have a weight of authority which every one will feel. There will be a sense of obligation lying back of the teacher's rules, making it the easier for him to require of them the performance of their duties from the fact that both he and they together are accountable to a higher being. In this way the moral natures of children are called into action. The conscience has its part to act. A line is dropped which sounds the heart to its lowest depths. Character thus formed has strength and firmness. Its roots strike deep and spread in every direction, giving a vigorous growth to its trunk and waving branches, and holding them firmly in their true position. Such a method of treatment would prevent many of the collisions which will otherwise occur between the parties. It will place both upon higher ground, and render the one voluntarily subject to the other. While the latter acknowledges his obligation to be just and kind, and to govern according to the will of his Master in Heaven, the former will generally feel the equity and propriety of being held to the corresponding obligation of obedience and respect. So far as success attends discipline conducted on these principles, its influence will extend to all places and to all times. It will follow the pupil as he leaves the school room, and manifest itself in all his intercourse with others. His companions will be treated with kindness. Wrong and violence will be inflicted upon no one, even the most helpless. The rights of property will be regarded, though the pos-

essor may be far away, and though there be no one at hand, either to restrain from evil conduct or to witness against it. The home will feel the power of such a school discipline. The habit of respect and prompt obedience to the teacher, and of affectionate and courteous intercourse with pupils, will manifest its power and influence in the presence of a parent, brother, or sister.

What we often see in the members of a school is just the opposite of all this. The sacredness and responsibility of the teacher's position are overlooked by both parties. Teacher and pupil regard each other as having opposite interests, and cherish rather suspicion than confidence in each other. The habit of contending against a properly constituted authority, not for one's rights, but for one's selfish desires and passions, strengthened by the practice of many years, and encouraged by the sentiment of associates, is but a poor preparation for a youth, who, on leaving the school, is introduced into society to act his part on the more public theatre of life. If a teacher do not regard such tendencies, if he fail to look forward into the future for the results of his method of training the young, and to apply it accordingly, he thereby shows himself incompetent for his task, whatever be his intellectual acquisitions.

The Teachers' Institutes have been sustained with interest and efficiency. Eleven Institutes were held during the year, as follows:

IN THE SPRING.

						Attendance.
Littleton,	March	26 — 30,	.	.	.	227
Bridgewater,	April	2 — 6,	.	.	.	170*
Brewster,	"	9 — 13,	.	.	.	83
Montague,	"	16 — 20,	.	.	.	172
Westfield,	"	23 — 27,	.	.	.	215†

IN THE AUTUMN.

Chelsea,	October	1 — 5,	.	.	.	50
Shrewsbury,	"	7 — 12,	.	.	.	72
Ashburnham,	"	15 — 19,	.	.	.	127

* 50 were pupils of the Normal School.

† 100 " " "

Rutland, October 22 — 26, ...	94
Adams, “ 29 — Nov. 2, ...	92
Yarmouth, Nov. 12 — 16, ...	70
Whole number, ...	1,372
Average attendance, ...	125

Dictionaries furnished during the year ending Dec. 31, 1855, to the Public Schools, at the expense of the Commonwealth, according to the Resolves of May 2, 1850,—Webster's, 36 copies, at a cost of \$144.

Whole number of copies furnished since the Resolves took effect,—Webster's, 3,198; Worcester's, 112; and the total expense to the Commonwealth to Jan. 1, 1856,—\$13,016.

Summary of Statistics relating to the Public Schools of the Commonwealth for the past year.

Number of towns in the Commonwealth, . . .	331
Number of towns that have made returns, . . .	327
Number of towns incorporated at the last session, . . .	3
Number of towns neglecting to make returns, . . .	1
Number of Public Schools in the State, ...	4,215
Increase of Public Schools for the year, ...	52
Number of persons in the State between five and fifteen years of age, ...	213,934
Increase of persons between five and fifteen years of age, ...	7,309
Number of scholars, of all ages, in all the Public Schools, in summer, ...	189,997
Increase of attendance in summer for the year, . . .	3,369
Number of scholars, of all ages, in all the Public Schools, in winter, ...	202,709
Increase of attendance in winter for the year, . . .	3,262
Average attendance in all the Public Schools in summer, ...	143,973
Increase for the year, ...	2,747
Average attendance in all the Public Schools in winter, . . .	157,657
Increase for the year, ...	3,380

SECRETARY'S REPORT.

67

Ratio of the mean average attendance upon the Public Schools, to the whole number of children between five and fifteen, expressed in decimals,	.74
Number of children under five attending Public Schools,	15,601
Decrease for the year,	492
Number of persons over fifteen attending Public Schools,	21,877
Increase for the year,	268
Number of teachers in summer—males, 375; females, 4,262; total,	4,637
Increase of male teachers, in summer, 1; females, 90; total increase,	91
Number of teachers in winter—males, 1,739; females, 3,071; total,	4,810
Decrease of male teachers in winter,	101
Increase of female teachers in winter,	180
Number of different persons employed as teachers in the Public Schools, during the year—males, 1,809 females, 5,325; total,	7,134
Increase for the year,	36
Average length of Public Schools, seven months and sixteen days.	
Average wages of male teachers per month, including board,	\$41 45
Average wages of female teachers per month, including board,	17 29
Amount of money raised by taxes for the support of Public Schools, including only the wages of teachers, board, and fuel,	1,137,407 76
Increase for the year,	123,935 50
Income of surplus revenue and of similar funds appropriated only for Public Schools,	9,491 67
Amount of voluntary contributions of board, fuel, and money, to maintain or prolong Public Schools,	37,776 09
Income of local funds appropriated to schools,	34,460 59
Amount received by the towns and cities as their share of the income of the State School Fund,	48,611 04
Increase from last year,	1,702 94

Amount paid by the towns and cities for superintendence of the Public Schools, ...	\$33,149 86
Aggregate returned as expended on Public Schools alone for wages, fuel, and superintendence, ...	1,266,436 42
Amount raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen, per child, ...	5 36
Percentage of the valuation of 1850, appropriated for Public Schools, ...	.001-92
The law requires each town and city to raise by tax at least \$1.50 per child, between five and fifteen, as a condition of receiving a share of the income of the State School Fund.	
All the towns and cities that have made returns have raised \$1.50, or more, for each child between five and fifteen.	
Number of towns that have raised the sum of \$3, or more, per child between five and fifteen, ...	244
Increase for the year, ...	19
Number of incorporated academies returned, ...	71
Average number of scholars, ...	4,716
Aggregate paid for tuition, ...	\$82,496 10
Number of private schools and academies, ...	646
Estimated average attendance on private schools, ...	17,571
Estimated amount paid for tuition in private schools, ...	\$271,290 06
Amount annually expended to promote popular education in Massachusetts, exclusive of the cost of erecting and repairing school-houses, of providing school books, of appropriations by the legislature for Normal Schools, Teachers' Institutes, &c., and of the support of Collegiate, Professional and Charitable Institutions, ...	1,620,222 58

BARNAS SEARS,
Secretary of the Board of Education.

Boston, December 31, 1855.

REPORTS OF AGENTS.

PROFESSOR CROSBY'S REPORT.

To the Board of Education:—

Gentlemen:—I have been requested, in making my Report at this time, to communicate the results of my observations respecting the defects still remaining in the system and administration of our public schools. Where there is so very much that is truly excellent, it is an ungrateful work to expose defects. The subject of the last year's report of your Secretary—the great advances in the cause of education which have been made within a few years—was a far more agreeable theme. And Massachusetts has so worthily acted her part as pioneer, not only in the first institution of free schools for all, but, more recently, in that reawakened interest and those signal improvements in our systems of public instruction, which one of the early principals of your Normal Schools has so happily termed, in a late address, the *revival of education*, that one would be glad to believe, if possible, that her schools were now without fault—the goal of perfection quite attained. But no one can be practically familiar with our common school system without the deep conviction that, however much may have been done, there still remains much to do; that the system, with its venerable foundation and recent improvements, has still many inequalities and irregularities of action, and many unharmonized details; and that its noble theory is not unfrequently degraded by the unworthy representation of a mean practice. From the wide extent of the subject proposed, and the narrow limits beyond which I ought not to trespass upon your time, you will excuse me, I trust, if my views and observations seem to be presented rather in the form of an abstract than of proper and full discussion.

The defects which still remain in the system and administration of our public schools may be classified according as they relate to action of the State, of the towns, of the districts, or of the people in their more individual and unincorporated capacity.

I. STATE ACTION.

1. *Normal Schools.* The distinction is accorded to Massachusetts of having been the first State in the new world to establish a Normal School. But of those which have been since established (as by other States in the Union, some of the British Provinces, and even Chili,) I am not aware that there is more than a single one which does not receive a more adequate pecuniary support than our own. To some of them the annual appropriations are two or three times as great as to one of our schools. In some of our Normal Schools there is especial need of larger appropriations for the library and apparatus, those important instruments of education.

I am aware that it will be said, that Massachusetts has four Normal Schools to support, while most, if not all, of the other States referred to have each but one. But this, while it may save, to some extent, the honor of the State, does not prevent the effect upon each individual school. And I cannot believe that Massachusetts, with her ample means and proverbial liberality, is willing to establish institutions, and then to deny them that support which is requisite to endow them with all the advantages belonging to similar institutions elsewhere.

2. *Examination of Teachers.* A good general system of examining teachers, and candidates for teaching, and granting them, when worthy, certificates (of different grades according to their attainments,) which might be received by school committees, at their discretion, in lieu of the examination now required to be made by themselves, would, I cannot doubt, have the same excellent influence in this State which it has had elsewhere, in elevating the qualifications of teachers.

II. TOWN ACTION.

1. *High Schools.* While many towns, to their honor be it said, maintain high schools, although not required to do so by law, or maintain such schools of a more elevated character than the law requires of them, on the other hand there are quite a number of towns (and a longer black list than one would suppose it possible now to find in Massachusetts,) who are bound by law to maintain high schools, and yet wholly disregard the requisitions of the statute. Indeed, one of the most remarkable features in the educa-

tional aspect of Massachusetts consists in the striking contrasts presented by different towns (lying, perhaps, side by side, and closely akin in other respects) in the interest, zeal, liberality, wisdom, and efficiency, with which they manage their public schools. Almost all strangers, and most citizens, are so little aware of the extent of these contrasts, that they are almost sure either to vore or undervalue the educational condition of the State, according as they take, for the basis of their estimate, a town of the higher or lower class.

2. *Length of Schools.* In whatever other respects the State is advancing educationally, it certainly does not appear to be in the amount of schooling which it furnishes to its children. In the school abstracts for the years 1844-5, 1845-6, and 1846-7, the average length of the schools is given, for each year, as seven months and twenty-five days, while for each of the years 1853-4, and 1854-5, it is given as only seven months and sixteen days. As these months are only *school months* of four weeks each, it follows that the average of our school year can be but little more than thirty weeks, or not much above half of the calendar year. Considering the large and increasing number of annual schools, we are compelled to infer that, somewhere in the State, there must be a large number of very short schools, perhaps schools that are growing shorter from year to year, with multitudes of children scantily fed with the bread of knowledge. These short schools—brief snatches of education—are by no means confined to poor and sparsely inhabited districts, but are sometimes found in wealthy and populous villages. If my limits permitted, I would attempt, what I must now forego, some remarks upon the causes and consequences of this evil; and, as having some connection with it, upon some of the methods in which the towns distribute their school money.

3. *Choice of School Committees.* This is too often influenced by other considerations besides the best welfare of the schools; as party spirit, sectarian jealousy or compromise, personal pique, love of change, weariness of hearing Aristides called *the just*, &c. I should not wish that a member of the school committee should be chosen for three years, whether faithful or unfaithful; but I should deem it a matter of the first importance, that a faithful school officer, when found, should be continued in office until he had initiated others into his spirit and experience.

4. *Action of School Committees.* These generally perform more work than they charge for, or their towns would be willing to pay them for. Some towns still regard even a slight expense for the supervision of their schools as a needless addition to their taxes, and if one of the committee should perform his duty fully, and charge for it at the moderate rate prescribed by law, would inform him, at the next annual election, that his services were no longer wanted. Hence, the neglect is very common, to visit the schools as often as the law requires,—in some parts of the State so common, that the neglect has become the rule, and school committees think it impossible that the statute on this subject could ever have meant what its language plainly expresses.

In respect to defects in the examination of teachers, I need only refer to the last annual report of your Secretary.

5. *Re-districting.* Most towns, if they retain the district system, ought to be re-districted, by reason of the great changes which, in a long series of years, have taken place in the *school population*, even more than in the general census of the districts; the once barren waste having become the seat of a dense manufacturing community, with streets full of children, while many a district of beautiful hill farms, which formerly had a closely packed school-house, has so sent off its sons and daughters to the villages and the great West, that it has now scarcely materials for the semblance of a school. In a community like ours, with its movements of population to and fro, and its villages springing up, as it were, in a night, the division into districts will, in most of our towns, require an occasional readjustment; and it would be wise, I think, so to modify our statutes, that, while the rights of individuals are secured, there should be no obstacle to this.

III. DISTRICT ACTION.

1. *School-houses.* How much has been done, since the “re-vival of education,” to expose the evils of bad school-houses, and by many towns and districts to illustrate the benefits of good ones. Yet, after all, how many wretched school-houses are there still in the Commonwealth, wretchedly contrived, wretchedly built, wretchedly furnished, wretchedly ventilated and warmed, wretchedly kept,—no, wretchedly *neglected* and *abused*, and themselves abundant sources of wretchedness! The condition in which many of

our districts suffer their school-houses and school premises to remain year after year, is amazing,—abhorrent to every sentiment of propriety, taste, comfort, health, decency,—and would be quite incredible, were it not attested by the eyes, and other no less credible witnesses.

2. *Boarding round.* The practice, in many districts, of contributing the fuel, for the purpose of lengthening the school, is highly commendable; and so, in its purpose, is that of contributing the teacher's board. But, could not the latter be done in some other way, than that which is familiarly known as *boarding round*? This practice, while its advantages and disadvantages in other respects are perhaps nearly balanced, deprives the teacher of that quiet room, with the books and writing desk, which every teacher needs, and of that daily study and special preparation for the school exercises, without which no teacher can do his best, and converts the whole school season into a continuous period of visiting, with its various admixtures, in different cases, of feasting, parties, games, chit-chat, jokes, flirtations, and gossip. What progress young teachers are likely to make, in such circumstances, towards the true ideal of their calling, can readily be inferred.

3. *Choice of Prudential Committees.* The custom is still extensively prevalent of appointing the citizens of the district to this office, mainly upon the principle of rotation, and then of leaving each one to keep the school machinery in motion his year without a district tax. Upon this system, the best men in the district are sometimes appointed, and sometimes the very worst. The office is apt to be regarded as one of trouble and expense; but then it comes for only a single year, with a long exemption following. The requisite funds are not furnished to the committee for making the needful repairs upon the school buildings; but then it is not expected that he should make any beyond such as are indispensable for carrying through his summer and winter schools. He must take care, of course, that the old house does not fall down *on his hands*. If the boarding round system prevails, he is expected to furnish gratuitously an over-Sunday home to the teachers whom he employs, and a room where, through the week, they may keep their trunks and change their clothes; but then he is regarded as excusable if he employs such teachers as will be agreeable to his own family, some kinsman or kinswoman, it may be, or, perhaps, one of his own children. Of course, the examining committee

take the responsibility of their being qualified to teach ; and if, in any case, they decline to take this responsibility, he is apt to feel that he has a right to be offended with them. And his neighbors are apt to sympathise with him, for will they not wish the same privilege when their turn comes round ?

And as, upon this system, the district meeting becomes a mere form, it is no wonder if no more attend it than are absolutely requisite to carry out the form, and these perhaps through the special solicitation of the clerk. In some towns even this form is not required, the prudential committees being chosen at the annual town meeting, upon nominations for the several districts. How wonderfully adapted this whole method of procedure is, as if specially designed for this end, to exercise a withering, deadening influence upon our noble system of popular instruction !

4. *Action of Prudential Committees.* This action, in many cases, deserves to be spoken of only in terms of high praise ; but would be expected, from the causes mentioned above, to be very variable. And the constant change of committees, and the practical autocracy of each one for his year, is apt to lead (except in the case of annual schools) to a scarcely less constant change of teachers. The flittings of teachers from place to place, and their changes and interchanges of their scenes of labor, look, to one who can dart his eye over the field, like a rapidly played game. But how unfortunate a game to the pupils who are played upon, I need not remark. I have been surprised to find, how little the prudential committees visit the schools to observe the actual success of the teachers whom they have employed. I should also have hoped that they would consult more frequently, than they seem to do, with the school committees, respecting the selection of teachers. I should have hoped from them other things which I often fail to find. Yet I am persuaded that their *short-comings* are not to be charged so directly upon themselves individually, as upon the general system under which they hold office, and the prevalent sentiments and spirit of the community by which they have been elected.

5. *Number of Prudential Committee, &c.* I like that provision in our laws, by which every town is permitted to determine for itself, whether it will contract with its teachers through its school or prudential committees ; and should deprecate any legislative action which should even seem to the people to be removing them

farther from the management and control of the schools which they maintain for the education of their children. But I would beg leave to suggest one change, which none could doubt would be bringing the people still nearer to this: viz., that the laws should be so altered, that the prudential committees should never be chosen otherwise than by the districts; that they should never consist of less than three persons, (as in New York and some other States,) and might consist of as many more as the district should choose to elect; and that they should be required to visit the schools, but not so as to interfere with the duties of the school committees. As the prudential committee represents the district, it ought, according to the principles of our government, to be chosen by the district. As the prosperity and usefulness of the district school for the year, depend primarily, where the district system is in force, upon the prudential committee, so vast an interest ought not to be placed at the mercy of the fidelity and good judgment of a single, and commonly inexperienced agent, acting according to his own pleasure, without counsellors, and without accountability. What an anomaly this seems to be in our democratic institutions! Still further, the proposed change would mainly break up the rotation system of appointment, would scarcely fail of calling out larger district meetings, would commonly secure some experience in the committee, and would effectually check the system of family patronage. For even if their executive business were chiefly performed through their chairman, still he must consult his associates respecting the engagement of teachers. Moreover, the present chance would be trebled of obtaining one zealous, judicious, and efficient man upon the committee; and three would have more strength and courage than one, for making any needed repairs, or securing any improved accommodations. By visiting the school, they would observe for themselves the success of the teacher, and be aided in judging respecting the wisdom of a change or a reappointment.

The fourth head which was stated in the preliminary division, is of very wide range and cardinal importance; but I presume that the request with which I have endeavored to comply, had no direct reference to this, and that therefore you will readily excuse me from entering, in this already protracted communication, upon so vast a field.

The following is a summary of that portion of my work, during the past year, which can be conveniently reduced to a statistical form :—Lectures in Teachers' Institutes, 94 ; other Lectures, 22 ; Examinations at the Normal Schools and for the State Scholarships, 7 ; Teachers' Associations and Conventions attended, 12 ; Visits to Towns, 125 ; Different Towns visited, 89 ; Visits to Schools, 254. Weeks not included in my period of service, 5½.

ALPHEUS CROSBY.

BOSTON, December 14, 1855.

MR. A. R. POPE'S REPORT.

To the Honorable Board of Education of the State of Massachusetts :—

Gentlemen :—The Report, which it is incumbent upon me now to present, must necessarily be very meagre, as a period of less than three months cannot be supposed to be very rich in results. I entered upon the work of the agency on the first of October, just when the autumnal series of Teachers' Institutes was commenced ; and, at the suggestion of the Secretary of the Board, attended them all, excepting the one at Adams. Though this course took me from my more immediate work, for the time, I think I can perceive that it was indispensable to a correct apprehension of the proper office of the agency.

Besides the public lectures delivered at Chelsea, Shrewsbury, Ashburnham, Rutland and Yarmouth, in connection with the Institutes, I have also addressed audiences in Barre, Chilmark, Quincy, Brewster, (twice,) Barnstable, Falmouth, Burlington, Framfield, Lowell, Dedham, Westfield and Warcham. These meetings included upwards of four thousand persons ; and were not reached without more than one thousand miles of travel !

Three of the occasions were furnished by the regular meetings of Teachers' Associations ; and the cordiality with which the agency has been greeted by these principal laborers in our common cause has been highly gratifying. In six other instances, meetings of the citizens were held in connection with the dedication, or opening, of new school-houses ; and in every such case the interest already existing in the community is almost a guarantee that a speaker's words, if at all appropriate, will be taken for all that they are really worth.

It is obviously an advantage not to be lightly estimated, whenever an invitation from the school committee, or other suitable persons of influence, can be made to prepare the way for a visit

to a town. And thus far, as I have intimated, my services have been chiefly rendered under such circumstances, or as they have been asked for. When advice is wanted, and suggestions are solicited, these, if opportune and judicious, can scarcely fail to enter into the experience which is waiting for them. But it is not very likely to happen that the towns most requiring to be explored and addressed will be the readiest to press requests for such assistance as an agent of the Board can furnish. I suppose that such cases are meant to be provided for, in the appointment of one or more persons, "to visit the towns, and school districts, as may seem expedient to the Board, for the purpose of inquiring into the condition of the schools, lecturing upon subjects connected with education, and, in general, of giving and receiving information in the same manner as the Secretary of the Board would do if he were present."

Acting upon this conviction, I have proposed to myself in future, first, of course, to embrace every opportunity which is offered for coming into direct contact with the schools and the community, and, also, as far as time will allow, to seek out occasions, by means of which, to quicken, if possible, the desire for improvement where it does not already exist. I deem this to be the proper method of carrying out, both in letter and in spirit, the purpose of my appointment: and trust the labors thus contemplated will not be wholly without good results to the educational interests of the Commonwealth.

With sentiments of respect,

I remain, very truly yours,

AUGUSTUS R. POPE.

SOMERVILLE, December 14, 1855.

ABSTRACT

OF THE

SCHOOL COMMITTEES' REPORTS.

EVILS AND DEFECTS TO BE REMOVED FROM THE PUBLIC SCHOOLS.

S U F F O L K C O U N T Y .

BOSTON.

It is not to be supposed that our school system has attained the perfection at which we should aim, and it does not become us to boast of our success, or to rest satisfied with what we have already accomplished, while there are still many deficiencies to be supplied, many errors to be corrected, and many improvements to be made, before we can be entitled to say that we have done our whole duty towards our schools. The increasing wants and demands of the times require the exercise of unceasing vigilance and care in the management of these institutions. Some of the deficiencies to which we allude may be easily corrected. Of others it must be left to time and a more enlarged experience to discover and apply the remedy.

It is only by slow degrees that the true methods for the advancement of any art or science are perfected. Many steps in the wrong direction must be retraced, many false theories exploded, and many imperfect systems overthrown before the truth is finally discovered. The science of education is no exception to the general rule. The principles which should direct it, though plain and simple when once perceived, have been with difficulty recognized, and some of the most important of them are, as yet, perhaps, but imperfectly understood, or if understood, not practically applied.

The great principles are even now too frequently overlooked, that every true system of education must, as far as possible, correspond with and assist in the natural course of the development of the mental faculties, and that the cultivation of the intellect and all the higher powers of the mind must be an intelligent process. Our methods are apt to be

too mechanical, and not sufficiently addressed to the understanding and the reasoning powers of the learner. They proceed too often upon the ground that the pupil is a machine, from which a certain amount of work is to be expected, rather than a being endowed with reason and intelligence, to be carefully trained and educated according to the laws of his nature. On this account his progress becomes tedious and difficult, and he loses the benefit to be derived from the high enjoyment which is the natural attendant upon intellectual activity, when directed to its appropriate channels.

To the young, the first steps in the acquisition of knowledge and the exercise of the intellectual powers are evidently attended with the greatest satisfaction and delight. It too often happens, however, that those occupations which should continue to give intense pleasure, become in the school-room a mere drudgery and a task. It must be owing to some great error in our views and practice on this subject, that such a perversion of the natural instincts should have become almost the rule rather than the exception.

If it were possible to introduce into all our schools the correct methods of education, so that the various elements of knowledge might be presented to the mind of the pupil in their true and natural order, and with due regard to their adaptation to the development of his faculties, the actual amount of knowledge acquired, as well as the beneficial effects of the process of acquisition upon the intellect and character, would be greatly augmented. A new interest in their pursuits would be awakened among the pupils, their understanding of the principles of the subjects studied would be facilitated, the memory quickened, the faculty of attention strengthened, and the general powers of thought called into action. A keen and vivid enjoyment would take the place of that listless inactivity of mind which is too often observed, and which is, of all others, the most discouraging and hopeless hinderance to intellectual progress.

That an approach to this state of things is possible, is evident from the success which has attended the efforts of those teachers who have best appreciated these principles. They have known how to make study attractive as well as profitable to their pupils, so that the hours devoted to school are looked forward to with pleasure, and employed with satisfaction and advantage. Education, with them, implies something more than the mere study of books, the mechanical performance of certain tasks, and the committing of pages to memory. It extends to the cultivation of all the powers of the intellect, the improvement of the taste, the guidance of the imagination, and the elevation and refinement of the whole character.

Your Committee would suggest that more care is necessary than has

hitherto been taken, to exclude unsuitable books, and to secure the introduction of those only of the best character in each branch of study.

It has too often happened that books of at least very doubtful merit have been introduced into our schools, by the perhaps well-intentioned efforts of authors and publishers, without a sufficient examination. Instances have occurred in the history of this board, of the adoption of books, without due consideration of the consequences of precipitation on this subject.

No book ought to be adopted without a thorough examination of its merits, and a favorable report by an appropriate committee. It is desirable and proper that such committee should, if they see fit, consult with experienced teachers in regard to any book brought to their notice; that the custom, which appears to be gaining ground, of allowing authors and publishers to offer to the board the signatures of the masters, in favor of their own publications, obtained for the purpose of superseding other books already in the schools, is one which ought not to be encouraged.

In regard to the text-books at present in use in the schools, your committee believe that some improvements might be made, and they would recommend the subject to the particular attention of the Board.

We have some books in daily use which, if they had been more carefully examined, would never have been introduced into the schools, and others which ought to be superseded by better books on the same subject, which have been since published. We would not, however, recommend any sudden changes without due deliberation, and the certainty at the change proposed would be an improvement.

Without dwelling too much on the details of this subject, we may refer to the text-books in reading and arithmetic as particularly requiring attention.

The reading books for the higher classes have the merits of good judgment and taste in the selections, and they are perhaps equal to any that have been prepared for the purpose. All of those used by the younger classes, however, cannot be spoken of in the same terms of praise, and some of them are quite unworthy of a place in our schools. Some of these contain pieces which are beyond the reach of the understanding of the pupils by whom they are intended to be read, with others which are trivial both in style and matter, and, in some instances, not written with regard to the rules of grammatical construction.

A good reading book for any class should contain selections from the best writers in the language, prepared with a reference to the cultivation of the taste, and the education of the intellect, at the same time that they serve as exercises in reading. It requires the same judgment and discrimination to compile books for the younger pupils as for those of a

more advanced age. Our language has n rect taste, and pure and simple style, s would be quite appropriate for the younge pupils.

The extent of the influence of the readi of the pupils, is not, perhaps, sufficiently c opportunities for reading at home are limi of their acquaintance with the best writer many who owe their first impressions of b books; and there are probably few who h who do not, in after life, remember and re tions of prose and poetry from the master have been rendered familiar to them throu

The text-books of arithmetic, also, need lations now allow the use of seven differe of these are probably unnecessary, and mi are not well adapted to the wants of the j a full and complete analysis of the princip many excellent recent works on arithmeti be committed to memory, but by a thorou principles. If any of these are found to in use, the interest of the pupils requires

The beneficial tendency of the annual many of our schools, has been seriously q experienced teachers. They have compl the interruption to the regular course of s parations for these occasions, and have re sions which they give of the comparative on all accounts, desirable that the pare should have opportunities to observe the schools, and the exhibitions might be con tain this result, and, at the same time, sei stimulus to the pupils. They should ain class may make after weeks of careful tra occasion, but the real progress they have the amount of useful information they hav of the methods of instruction and governi fluence exercised over them by the teach for mere effect, or to exhibit a superficial attainments.

In this connection we would mention, w care taken by some masters that each ind ceive his just share of attention and assist

ney in certain schools, perhaps fostered by our system of exhibition, put forward the brightest scholars, and to bestow an undue time upon them, while those of inferior capacity or less attainments are comparatively neglected. The injustice and impolicy of this are evident. Every pupil has an equal right, according to his industry and application to his duty, to receive the full benefit of all the instruction provided by the city, and no personal feeling of jealousy, or the gratification of the natural desire to exhibit a brilliant talent, should lead a teacher to favor any portion of his school at the expense of the rest. It is, besides, undoubtedly true that the most promising pupils at school are not always those who, in after life, become the honored and respected members of society. The mind and character are developed according to laws which are beyond our scrutiny, and calculations are constantly liable to error. It is not precocious brilliancy of intellect, but those moral qualities which lead the scholar to fulfill all his duties faithfully and to improve the time, which will determine his future position.

The time of the school hours should be fully and profitably employed, and the most ample opportunities for healthful exercise, and for a large amount of salutary recreation out of school, should also be allowed. A small amount of actual study out of school, should be required, even of the oldest pupils. To the younger classes none but the shortest and simplest lessons, if any, should be assigned to be learned at home. It depends upon the manner in which instruction is given, and upon the state of mind of the student. He should be encouraged to view study as a source of enjoyment rather than as a task; but, to be enjoyed, requiring the highest exertion of his faculties, and a high interest in his work. What is taught should be clearly and fully explained, so that when once learned it is fully understood and is not easily forgotten. A few things intelligently studied will make a deep impression and be of more permanent benefit than a much larger amount hastily and carelessly passed over, and one hour spent upon any subject when the mind of the pupil is active and interested in the subject, is worth more than many hours passed in listless poring over books. The pupil is not then constantly obliged to retrace his steps to study over what he has at first but imperfectly comprehended.

The actual amount of knowledge obtained at school is not so important as the habits of thought and methods of study acquired. The time, however, spent in the school course is fully sufficient, if well employed, for the acquisition of a large amount of instruction, and all that is necessary or important to be learned up to the age at which our pupils leave the Grammar Schools, might be easily attained without any excess of study.

The proficiency of pupils in reading is perhaps one of the best tests of their general intelligence and mental development. Much attention was therefore given to the examination in this branch. The same diversity of merit in this respect as in most others, is found in the different schools, depending perhaps mainly on the taste and ability of the teachers. In some schools an intelligent and expressive manner of reading is cultivated, in which, without any effort at theatrical display or forced and unnatural emphasis, the sentiment and meaning of the author is given with a truth and simplicity that leaves little to be desired. In other schools a style of reading has been introduced and encouraged, whose object would seem to be to leave truth and nature out of view, and substitute an artificial standard in their place. This system aims to teach what emphases and cadences are proper to express any particular emotion, and to apply them to the piece to be read, instead of making the pupil first understand what he reads, and allowing the emotion or sentiment itself to suggest its own manner of expression.

A tendency may be observed in some schools to look upon grammar as a science having no relation to our ordinary speech, and not applicable to our daily communication with each other. Some pupils, who could parse and analyze remarkably well, used incorrect language in conversation; and frequent inaccuracies of expression were observed even in the discussion itself of the rules of grammatical construction.

Grammar is simply an abstract of the fundamental laws and principles of language, and English Grammar is the expression of those laws as applied to our own tongue. All instruction, therefore, on the subject, to be practically available, should be such as will lead the pupil to form correct habits of expression in his own use of language, in conversation and writing. This is a point which needs to be insisted upon, because it is frequently overlooked. The errors and mistakes constantly made by pupils, are too apt to pass without correction by the teachers, and it must even be confessed that all of the teachers themselves are not sufficiently careful in their own use of language. It should be remembered that in this matter, more perhaps than in any other, practice is better than precept, and no teaching of grammatical rules will counteract the injurious effect of the frequent hearing and use of ungrammatical language.

Sufficient care is not always taken, to make the pupil understand the principles of arithmetic, and the reason for the processes performed. We have frequently, for example, been pleased with the facility with which a class have solved problems involving complicated operations in fractions or in proportion, but on inquiry for an explanation of the reason for the various steps of the process, no answer could be given, except that such was the rule of the text-book. No attempt seemed to have

been made to analyze these rules, and to investigate the principles upon which they are constructed. This fault may be partly owing to deficiencies in the text-books themselves, in regard to analysis, but it must also be attributed partly to want of sufficient care on the part of the teachers to draw the attention of the pupil to this subject. Pupils seem sometimes to imagine that the rules of the text-book are arbitrary directions given by the author of the book, rather than applications of the general laws of the relations of numbers to particular classes of cases. No scholar can be considered as well instructed in arithmetic, unless he can arrive at the solution of the problem before him independently of any given rules. A thorough analysis of one question will enable him to construct rules for himself applicable to the whole class of similar cases. The unnecessary multiplication of rules, however, is in itself an evil, and it is better that every problem should be considered and solved on its own merits. By this method of studying arithmetic, the mind of the pupil is kept awake and his intellect excited, and while his progress is facilitated, the subject itself is better understood, and he obtains all the advantage which the study is capable of affording, as a mental exercise.

Much attention is paid to geography in our schools, and generally with a good degree of success. It is one of the most interesting studies to the pupils, and one of the most profitable of the course, when properly pursued. Too much time, however, may be given to minute details, and to the attempt to remember the situation of comparatively unimportant places on the map, in such a way as to confuse the mind of the learner and divert his attention from those broad features which form the groundwork of the science. Much unprofitable labor is sometimes spent upon these minor points, and we believe it to be a fact, that a very large proportion of all the knowledge of this kind acquired by the pupil, is forgotten immediately on his leaving school, unless circumstances occur to bring it into daily use.

The general outlines of geography should be first studied, with the use of the globe and such other apparatus and diagrams as are necessary to fix the chief points definitely in the mind. The main features of physical geography come next in importance; such as the outlines of continents and oceans, the situation and direction of mountain ranges and great rivers, and the principal laws which affect climate and temperature. Political geography should be connected with the preceding, in the natural order. A definite acquaintance with its grand divisions should first be formed, to serve as a skeleton or groundwork for future acquisitions.

Physiology.—This subject has been studied with much care in some of the schools, but it does not appear to have been attended to, in all

of them, in the most judicious manner. Too many pages of the text-books are taken up with anatomical details, and the attention is not sufficiently directed to the general laws of health and their application. It is desirable that all should be acquainted with the most important and interesting points in the structure of the human frame, but your Committee doubt the expediency of allowing anatomy to occupy so large a part as it now does, of the books of physiology used in our schools. We need a text-book which shall, in a few simple pages, set forth all that is necessary to be taught to pupils on the laws of health and the rules for its preservation, and it should be considered the duty of teachers, so far as their influence goes, to see that these rules are not only known, but practically applied.

CHELSEA.

It becomes our duty, and by no means an agreeable one, to apprise the town that the teachers and scholars in this building are subject to many annoyances of a very serious character, arising from the connection of the school-rooms with the town hall. A favorable influence upon young persons could hardly be expected in a place of so much public resort. Too many things are of daily occurrence, which excite curiosity or engage the attention of the pupils; and in those rooms immediately below the public offices each footfall is painfully distinct, and awakens echoes in remote parts of the house. But these are slight annoyances compared with those growing out from the various uses to which the hall is put. Several days in the year we meet for town or other public purposes; and when we gather together, the children might as well disperse. Lectures, either foreign or domestic, have become indispensable. Assemblies are a staple. Howling Pottawatamies from beyond the Mississippi, in the *afternoon*, rehearse those euphonic war-songs and pantomimic dances, designed to delight the evening audience. Ethiopia, in operatic troupes, with an ingenuity suggestive of Yankee origin, scrapes the premonitory fiddle, which *advertises* to three hundred and fifty pupils, in the rooms below, that the "good time is coming,"—children *half price*. These are actual occurrences. The school committee have no control over the hall, except on the forenoons of Wednesday and Saturday; and they have been obliged several times to refuse to dispense with school exercises on these days, for the accommodation of those to whom such refusal may seem ungracious. By actual computation the hall has been publicly used within the last year one hundred and fifty-one different days or evenings. The difficulty is not in the evening performance, but in the afternoon *preparation*. In many instances the seats are either entirely removed, which involves their

replacement, or are differently arranged; and in either case, the tramping of feet and scraping of this cumbrous furniture, is as much worse than thunder as it is less remote. Grant that the schools are not dismissed on all such occasions, as is sometimes the case, from the sheer impossibility of living beneath such a Niagara of noise; grant further, that with all these annoyances, the teachers do teach, and teach well, save on those days when they are obliged to dismiss; still it is to be considered how much it tends to increase the labor of these instructors to preserve order and quiet, and adds to that distraction and weariness which are always incident to the school-room. We make no complaint of those who have charge of the hall or offices. So long as the hall is public, according to the design of its projectors, it is difficult to perceive how they can discriminate. In opening it to all, they only meet the public wish: but it may soon become a question whether the town will not think best to relinquish this structure, notwithstanding its great cost, to the uses for which it was designed—town hall, armories, etc.—and erect school-rooms elsewhere.

Truancy.—This subject engaged the attention of our predecessors. In their last annual report they said:—

“One of the most perplexing difficulties which the committee have had to encounter during the past year is that of truancy and non-attendance. The report of a sub-committee, to whom the subject was referred, disclosed a state of facts calculated to awaken very serious apprehension. Cases of habitual truancy are still numerous; and in the absence of any proper institution for such delinquents, the committee find no remedy in the by-laws adopted by the town, for this purpose. Nor do the legislative enactments afford any practicable means by which to secure the attendance upon school of a large class of children growing up in ignorance. Where the evil is occasioned or excused by extreme poverty, it is questionable whether the law can be pressed very far into the service; but whether the remedy is to be found in the personal exertions of the benevolent and humane, or whether more efficient measures can be devised, are questions we are compelled to refer to the wisdom of the town, and the consideration of our successors.”

This evil exists in an aggravated form. The vicinity of some of our school-houses is polluted by the presence of profane and vulgar boys, not only vile themselves, but exercising a most disastrous influence upon their less depraved associates. Efforts have been made to induce their return to the paths of virtue and decency, and in some cases with success. Where the conduct of the incorrigible has fallen under the cognizance of the law, the law has been enforced. But many cases municipal regulations do not reach. The question at present is, not so much what measures shall be taken to reclaim the vicious, as how shall

we protect the innocent. Occasionally the services of our constables have been employed with advantage; and we now desire to submit to the consideration of the town, whether there is not constant need of a humane and efficient officer for protecting those who attend schools from the pernicious influence of such as do not come under the authority vested in our teachers.

In one or two instances, for the purpose of retaining teachers of approved ability, we were reluctantly obliged to vote an increase of salary. We say reluctantly, not that we thought the increase undeserved, but because there are grave objections, after the scale of salaries has once been deliberately established at the commencement of the year, to its alteration at a later period. It is not always the case that our best teachers happen to be invited to enter other fields of labor; and under such circumstances, an increase of the salary of one who proposes to leave, tends naturally to unsettle the minds of those who remain. Requests of this nature multiply; the precedent is quoted, and compliance is either ungraciously refused, or involves the committee in the necessity of overdrawing their appropriation. Upon the whole, therefore, we deem it advisable that the salaries should be established at the commencement of the year, and not afterwards disturbed.

We have already adverted to the fact that we have lost several of our most efficient teachers in consequence of the greater inducements held out to them by our neighbors. It is impossible for us to compete with Boston; yet, perhaps, it is not too much to say that we have not exceeded our ability. Comparing the amount of taxable property and rates of salaries in Chelsea with those of some other towns in our vicinity, we find that we pay somewhat less than the towns referred to. Thoroughly educated teachers of mature age and judgment and with a natural aptitude for the profession, are worth more than we have been paying; while, on the other hand, the immature and inexperienced (if we should be so unfortunate as to have any such) are worth less. Teaching is a great art, to which instructors themselves should be trained. It is also a calling, and many mistake it for their own. The Commonwealth has made ample provision for the special education of teachers; and committees always presume that the general intelligence, maturity and natural fitness of several candidates being equal, those teachers will meet with the best success who have been regularly and specially educated for the profession. To presume otherwise implies a disregard of those established principles and maxims which guide men in all other kinds of business. But though these rules are so plain to be understood, and so easy of application, it will not be inferred that committees are always permitted to choose between the experienced and the inexperienced—between the well-educated and the uneducated; for

it sometimes happens that they are obliged to select from the latter class. First-rate teachers are not at all times to be had even for good salaries; but with low salaries the chances of securing their services are very much lessened. These remarks we deem pertinent, for two reasons; and first, that committees are supposed to select unwisely from error of judgment. This is sometimes the case; but, generally, they elect the best they can find for the compensation at their command. Again, their ability to find depends very much upon the inducements they are able to hold out. If, then, we are unable at all times to command applications from the capable and experienced, or, if having good teachers, we are unable to retain their services by reason of insufficient compensation, we see no course left but to revise the scale of salaries.

We deem it our duty to state frankly the obstacles which retard the progress of our schools, and the measures by which they may be improved. They undoubtedly require a more careful supervision. Frequent visits of parents to the school-rooms would do much good both to teachers and scholars. Perhaps we are peculiarly liable to neglect this duty. A large proportion of our citizens do business in the neighboring city, and there is ground for the conjecture that few have ever entered a school-house (except on examination days) for the purpose of ascertaining the progress of their children. This may be accounted for in various ways. Many are out of town during school hours. Some erroneously suppose that making a speech to the children would be the penalty of their visit. Others may entertain the notion that all duty ceases when suitable school-rooms and instructors are provided. Indeed, there is reason to apprehend a prevalence of exaggerated ideas as to the design of common schools. By some they seem to be regarded as a divine institution, which, when perfected, will eradicate every conceivable evil, and confer all possible good. As a State institution they are of American origin. Their founders declared it to be the duty of the Commonwealth to provide means of instruction to all; but the care with which they superintend the education of their children at the fireside shows that they felt other obligations than simply to establish schools. Common schools were not founded on the idea that one teacher can instruct forty or fifty children better than an equally well-educated parent, having leisure, can instruct four or five; but because it was observed how many parents want the requisite means and cultivation. They are the next best thing to home influence and instruction, and in some respects are even superior. Perfection is found in the union of both. Intelligent travellers who have examined New England schools, while they express unbounded admiration for the system, have thought they perceived indications that people were imposing too great a burden upon them. Their true office is auxiliary to that of the natural guardian

and instructor; and in no golden age, in no millennial period, will they relieve parents of all care except that of feeding and clothing children. To suppose that when children are once sent to school, and at a tender age, no further care for their progress in science or their cultivation in morals is required; that no anxiety need be felt respecting their morning or evening associations; to expect common schools to furnish all education, all police regulation, all parental restraint, all inculcation of elevated sentiment, all home influence—to require all these things is vain. Such confidence will prove a snare and a delusion. Unquestionably, schools have not yet accomplished the half of what they will do when made perfect. We can hardly exaggerate their importance, nor labor too assiduously for their improvement. They demand, as they are receiving, the attention of some of the best intellects of the age; and it is impossible to conjecture what height they may not reach, nor what good they may not accomplish, except that of relieving parents of their just and peculiar obligations; and when they are allowed to usurp that duty, it will be a revival of the old Spartan experiment, which like that, must ingloriously fail.

ESSEX COUNTY.

ANDOVER.

Prudential Committees.—The Superintending Committee have no particular desire to increase their present responsibilities, or add to the labors already devolving upon them;—they are aware, also, of exposing themselves to a charge of want of modesty in expressing the conviction that those duties which have been usually performed by others can be accomplished to better advantage by themselves. But those who reflect for a moment in regard to the common custom of authorizing prudential committees to engage teachers, while the general committee are to approve or reject, sanction or condemn, the conduct of the teacher, must see that the responsibility is really shared by neither party. There is a perpetual conflict between the powers and trusts delegated to each. A prudential committee hires a teacher, but still his hands are tied and his authority limited, by the action of the Town Committee. They may reject the teacher that he has engaged, and compel him to seek another.

Constant Attendance.—One great evil that afflicts some of our schools

is the irregularity of attendance that is practised by many of the scholars, Every parent must see that nothing can be more discouraging to the teacher, or more injurious to the intellectual, and we may add the moral welfare of the scholar, than to allow this irregularity of attendance on the part of their children, for slight and trivial causes. It is easy for children to manufacture reasons for absence from the school-room, if they are so disposed; and it is easy for indulgent parents to accede to their wishes. But no parent who regards the prosperity of the school, and the interests of his children, will suffer them to be absent from school unless for some very important and weighty reason. The time and privileges of childhood are too valuable to be wholly wasted in idleness and play, and it is vain for a district to build school-houses, procure teachers, and furnish all the means of intellectual culture, when a large number of the children of that district neglect to improve them, And no school can attain a high standard either in scholarship or discipline, where much indifference is manifested in respect to constant attendance. It is to be hoped that parents will take this matter into serious consideration.

Getting Dismissed.—Another grievous evil in close connection with the one just named, is the practice of getting dismissed before the time at which the school closes. This occurs in many of our schools, much to the annoyance of the teacher, and injury of the school. If there were any particular necessity for the existence of this practice, it might be more complacently overlooked; but there is scarcely any whatever. It is generally for the most frivolous reasons that children are permitted to get dismissed. And the evil does not consist wholly in the fact that so much time has been lost by the scholar out of school; but it diverts his attention from his studies while in the school-room, disturbs the good order of the school, and renders the scholars that remain more discontented with their situation. Your Committee are deeply impressed with the conviction that we should have much better schools if this evil were entirely removed.

BEVERLY.

[*Note by the Secretary of the Board of Education.* Though the subjects treated in this extract hardly come within the range of the leading topic of the Secretary's Report they furnish such valuable, and, at the same time, peculiar testimony, as to justify a little deviation from the general plan.]

The School Committee, in resigning the trust accepted by them one year since, would respectfully submit to their fellow-citizens the following report of their doings:—

At a meeting for the organization of the board, it appeared that, no

vote having been passed by the town within the time specified in the statute, transferring the power of selecting teachers, and contracting with them, from the superintending committee to the prudential committees of the several districts, that responsibility still remained with the board; an arrangement was accordingly adopted by which the sub-committees should embrace, among their duties, that of procuring teachers *for the schools over which their special supervision extended*, they were to contract for the teachers on the most favorable terms, and as for two years past, were to decide upon their qualifications. It was found in the effort to carry out this plan that in some instances contracts had already been made with teachers by prudential committees, who had received their appointments, and commenced the discharge of their usual duties before the true posture of the case was generally apprehended. In such cases it was only necessary for the sub-committees, if they saw fit, to sanction the doings of the prudential committees. The experience of a single year is not regarded by the committee as furnishing a complete test of the value of this new feature, which was thus unwittingly introduced into the educational arrangements of the town. The innovation upon what had been the established order of things for long years, was looked upon by some with suspicion and distrust, and not a few were ready to predict, with considerable confidence, the failure of the new movement. The report of last year suggested some advantages which might possibly accrue from a change like that which, though unintentionally, has really been brought about. Your Committee are happy to say, that to a fair extent these advantages have been realized, together with others not contemplated in the Report. A wider range than ever before has thus been opened for the selection of teachers. Local feelings, and prejudices of a party nature, which sometimes prevail in a district, and control entirely the choice of prudential committees, when the power of selecting teachers resides solely with them, have found no room to work under the new arrangement, and thus keep the district in a continual turmoil. The personal piques of prudential committees against favorite teachers have not operated to prevent their re-appointment, when their services were available, nor have the individual preferences of the committees given to any district teachers who were generally unpopular. In appointment of teachers during the year, the rights of no one have been invaded; so far as possible, the preferences and dislikes of districts in respect to particular teachers, have been regarded. The examination of candidates has been more rigidly and thoroughly conducted than heretofore; and, as the result, it is believed a more thorough and efficient corps of teachers, as a whole, has not been employed in this town for many years. This is especially true in respect to the masters of the winter schools. Without exception, they have been

men who have proved themselves well qualified for their work; they have devoted themselves assiduously to the interests of their pupils, and marked success has crowned their earnest efforts. They have thus secured the warm approbation of the Committee, and the general favor of the districts where their labor has been expended. So far then as the results of a single year are concerned, the wisdom of the change under consideration has, in the opinion of the Committee, been amply demonstrated. The testimony of numerous other towns in the Commonwealth, as well as that of the present Secretary of Education, and the Board under whose direction he labors, is given in favor of vesting with the superintending school committees the exclusive power of selecting teachers and of contracting with them.

It is for this town to say, whether this shall be its settled policy, or whether such power shall again be transferred to the prudential committees. At the meeting above referred to, your Committee, acting upon the basis of the appropriation which the town had generously placed in their hands, proceeded at once to re-engage the superintendent whose term of office had recently expired. This salary was fixed by himself at \$300 per annum, being \$50 more than was paid the previous year. This sum, including as it did all his travelling expenses, was deemed by the Committee to be a very moderate one, and by no means an adequate compensation for the services proposed to be rendered. Some idea of the nature and extent of these services may be formed by referring to the last year's report of the superintendent; for many of the statements there made, might with equal justice have been made in respect to the labors of the present year. Much, however, of the work which he has performed in various directions for the benefit of our schools, must necessarily remain untold in any report. Mention may be made, for example, of numerous *visits* to the schools; but who can calculate the favorable *results* secured to scholars and teachers by being brought into so frequent and close contact, sometimes for an entire half-day together, with an instructor of large and ripe experience. One who can detect at a glance whatever is deficient in a school, and can see where and how the remedy is to be applied, who knows when the word of encouragement is to be spoken, as also the word of caution and rebuke, who is familiar, moreover, with the best modes of discipline and of instruction. That the teachers have felt themselves greatly indebted to the superintendent for valuable suggestions, and timely advice in the prosecution of their work, has been freely acknowledged to individual members of the board. Very valuable aid, too, has been rendered by him to the sub-committee in the business of procuring teachers. Besides these direct results, the Committee feel that widely extended influences for good, silent, indeed, many of them, and yet sure in their operation, have thus been brought

to bear upon the interests of education throughout the town ; influences, the full force and reach of which, remain to be developed in future years. They therefore take great pleasure in bearing this public testimony to the faithful and satisfactory manner in which the duties of the superintendent have been performed, and also to the importance of the office itself. For two years, trial has been made of the wisdom of the arrangement by which this office was created.

In the judgment of the board, the expediency of making annual provision for filling such office, ought no longer to be considered as doubtful. They would regard any retrogression from the advanced position already reached by the town, in this matter, as most earnestly to be deprecated.

BRADFORD.

We close this report with two suggestions. One is the great advantage that must result to the schools if parents and guardians would manifest a greater interest in them. A good teacher, unaided and alone, cannot make a good school. The pupils alone, at the age they are usually sent to school, cannot do it. The school committee, though ever so wise, and diligent, and faithful, cannot do it. All these together cannot accomplish all that might and ought to be done for our schools. There is another element absolutely indispensable. That element is the influence of parents. We observe in the records many black marks, indicating numerous instances of absence and tardiness. There is no need of this, and it ought not to be. But how can it be prevented? The remedy is with the parents. During the season of school, parents should see that their children give up their time to the business of learning, as much as possible. They should see that they are at school regularly and promptly. At least they should allow no slight reason to detain them at home. How much of truancy there is among the scholars of our public schools we cannot tell. But we fear there is no little. We fear that many very busy and very easy parents, think their children are at school while they are off playing in the streets, and perhaps in actual mischief. We commend this subject to the attention of parents. By a very simple arrangement with the teacher, such as rigidly requiring excuses from parents for every absence or tardiness of the children, this evil custom might soon be broken up.

Again, parents should take pains to visit the schools frequently. It is not enough to be present at the quarterly examination. They should often go into the schools. They should see the scholars and the schools in their every day dress. Then they would be able to see and judge for themselves about the real condition of the schools. They would

thus be able to encourage their children in whatever they might be faithfully and earnestly striving to accomplish, and intelligently to reprove each dull delay. Their expressions of interest, of approbation or of disapprobation, would then be like goads, as the words of the wise are wont to be.

The other suggestion we would make is, that we need more money to make our schools as efficient and prosperous as they should be. We now stand the lowest town in the county except one, in the amount of money appropriated for each child in town between the ages of five and fifteen. We hardly think this creditable to the ancient and honorable town of Bradford. We ought to have a little more public spirit. Again, we have not advanced for many years in our appropriations. Every thing else has advanced,—business has advanced,—property has advanced,—the produce of the farmer has advanced,—the wages of teachers have advanced. Is it not then perfectly manifest, that, if we have not advanced in our appropriations of school money, we must, relatively, have fallen far behind. Once, and that within a few years, as good a teacher could be procured for twenty-five dollars per month, as can now be secured for forty dollars. Now one of three things is certain—we must either have much shorter schools, or much poorer teachers, or a great many more children, so as to make the schools too large to be of any great service. The truth is, we have suffered more or less in all these particulars. Sometimes we have poorer teachers. Generally, we have shorter schools, and in two of the districts the schools have been altogether too large to be profitable. All these evils could be remedied by a little more money.

A brief survey of our schools will show how much need there is of more money. In District No. 1, they had a winter school of quite respectable length. And why? Because the summer school proved a failure, and a part of the money that should have been expended upon it was reserved to lengthen out the winter term. The little ones were thus deprived of their privileges by a mischance, and the older ones reaped the advantage of the ill wind, that blew others evil and them good. But the winter school has been altogether too large. No man can do justice to sixty or seventy scholars, and teach all the various branches of learning now required. Once, when all the attention of the teacher was devoted to what an old man, more remarkable for his good sense than his learning, called the “three R’s,” “Reading, Riting and Rethmetic,” it might have been done, but now it is an impossibility. The school in No. 1 *should be divided*, and a portion of the smaller scholars placed under the care of another teacher. A little more money than is now raised, would enable the district to do this, and the school-house could easily be made to accommodate both grades of scholars.

The grammar school in No. 2, is in much the same condition. For two terms in the year it is altogether too large. A female teacher ought to have charge of the recitations of at least one-half of the pupils of the grammar school. This could be managed with perfect ease, if we only had money enough to pay the bills. Besides, we need more money in this district, because we cannot expect again to secure any teacher that would at all answer our purpose, for the same amount of wages we have hitherto paid.

Of District No. 3, no more need be said by way of proving the need of more money, than the statement of the simple fact, that the winter school here was only five weeks. Those little children, growing up with such slender advantages of education, most certainly need some assistance.

It is thought that seventy-five cents on the dollar additional to what is now raised, making the whole sum two dollars per scholar, together with the help we may receive from the State and otherwise, will put our schools in tolerably working order. Shall we have it? It is for you, voters of the town of Bradford, to say. If you would not have poorer schools than your fathers furnished you,—if you would not have your schools more and more behind the times,—if you would not have your children obliged to put up with fewer and yet fewer advantages, and of course each generation growing up more and more ignorant, and more and more exposed to vice and ruin,—if you would not have all these things, we think you will cheerfully vote more money. At any rate we hope you will. But we will not detain you by further arguments. We speak as to wise men, judge ye what we say.

GEORGETOWN.

We do not think facts would warrant us in saying that our schools, as a whole, advance year by year as they do in a majority of the towns in the Commonwealth. And by advance we mean that the number of scholars receiving a general common school education never approximates to the whole number in town; that while the instruction becomes more thorough in the elementary branches, the course of studies should be extended, and that the scholars should attend school until well fitted to discharge the ordinary business of life. We do not know but the assertion may be made now, with about as much truth as it ever could, that the money, in part, is wasted. We are speaking of the system. Some of the schools make great improvement one term, and the next a very little, if any. Uniform attainment is what should be sought for and obtained. Well, if the money is not expended to advantage, who is to blame? The parents, the scholars, the teachers, the prudential com-

mittees, or the superintending committees? We will not say that any of these classes are faultless. But if the fault is attributable wholly to the two last named classes, it would seem that the many changes they undergo would obviate it. We will not say that the parents and children are not as much the friends of education, at heart, as they are in any neighboring towns. Surely we cannot charge the blame to our teachers, as a class. In view of these considerations, is it great presumption to just ask if the system under which our schools are managed is the best that is adopted by any town in this Commonwealth? Do the towns having the best schools adopt the same system we do? No, they cast it off years ago for one they consider better. Would any one say that our system is well enough if well worked? How many years would it take to learn to manage it? It certainly would seem that this town had tried it long enough, and stuck to it with sufficient tenacity, to educe good from it, if there is any in it. If not, cleave to it a little longer. Soon the change will come. The grand radical improvement needed in our school system is the abolition of district lines, and a grammar school for the use of all the scholars in town. This is no new idea. It has been recorded as the deliberate judgment of the school committee of the town, nearly or quite every year for the last eight or ten years.

Should the town fail to adopt the last named suggestion, we recommend, for reasons fully stated in the report of the committee of the town three years ago, that the power to hire teachers be left with the town committee.

And whether the town adopt either of the foregoing suggestions or not, it is important that the schools be so managed that in cases of difficulties in schools occasioned by disobedience of scholars, an unfortunate selection of teachers, or any other cause, the remedy may be soonest and most effectually applied. The means of education is what the scholars need, and if that is furnished, it is of no real importance whether they are instructed by this or that teacher. The law, wisely or unwisely, lodges the authority to discharge teachers with the committee. Then all efforts for remedy should be made in that direction. The opposite course on the part of individuals in a district, destroys a school and excites irritation in a district that continues for years.

GROVELAND.

The past year has, on the whole, been one of very decided encouragement; and the Committee feel justified in assuming a more hopeful tone than heretofore. The prospect which now lies before us of a change in our school system, that cannot possibly do otherwise than greatly to promote its efficiency, is extremely pleasing. We have considerable

confidence that this change will take place immediately ; but feel entirely sure that it will before long ; for the citizens of the town are now thoroughly awakened to this subject ; and being awakened, their natural good sense will inevitably lead them, sooner or later, to just conclusions. But aside from this prospective good, the retrospect of the year is gratifying. It is impossible not to see that an unusual interest in schools has been felt and displayed by the citizens. Busy men have left their customary avocations to attend the examination at the close of the school ; and it is curious to observe how accurately the interest felt in a given district corresponds to, as it no doubt, in a good degree, begets, the advancement of the scholars. The labor of the teacher is here no longer the obscure task, which it has too often been in all countries and times ; fidelity and ability in that employment is becoming, as it should be, a road to social dignity and estimation ; and there is large promise in this fact.

There has been a perceptible increase in the average attendance at the schools—one of the most indubitable and gratifying tokens of fresh interest. Last year the average number of scholars was sixty per cent. of the whole number in the town between five and fifteen years of age. This year the average is sixty-four per cent., exhibiting an increase of four per cent. ; and this is certainly cause for encouragement.

We have indeed no doubt that future years will show an advance, and a large advance, upon this ; as they surely should. The mean attendance heretofore has been far, far too small ; and it was hardly to be hoped that the coming generation would be very much wiser than their fathers, so far at least as schools are a means of progress, without a change for the better. The prevailing occupation of the people of this town renders the labor of children, especially male children, available at an early age ; and offers a strong temptation to employ their hands to the impoverishment of their minds. But this is a tendency to be most rigorously resisted. And it will be well for us, if we wish to avoid the evils developed in English manufacturing populations, to begin this resistance early, to establish a just precedent, before the false course shall harden into a fixed custom, and gain that most tenacious energy, the conservative sentiment, to its side. We therefore heartily rejoice to see a movement in the right direction ; and we desire to use every lawful and honorable means to assist it.

To this end measures were taken in one of the districts to prevent truancy. Parents whose children were legitimately detained at home, were required to give the teacher an intimation of the fact, either orally or in writing—in some way which should not leave him in doubt, upon the return of an absentee with an excuse in his mouth, whether he was listening to an honest statement or to the fabrication of a wily truant.

To avoid, therefore, all invidious distinctions, and all cross-examinations, which necessarily seem to suggest a taint upon the pupil's veracity, it was deemed best to make an impartial and invariable rule. This rule was not accurately understood at first, and excited a little complaint; but it is intrinsically reasonable, and so useful in operation, that when rightly apprehended, it will assuredly meet the approbation of every citizen.

It was remarked, that the average attendance in Groveland for the year 1853-4, was sixty per cent. In the whole State the average was seventy-two per cent., leaving us twelve per cent. on the wrong side of that mean. Should the State continue the same, we shall appear for the year immediately past, to have fallen eight per cent. behind the entire State. But we owe it to ourselves to have done with this lagging in the rear, simply because there is no good reason for it. Our territory is compact,—our population not sparse,—our people as well capable as any of intellectual, and of all generous interests;—why, then, are we reckoning, not how much we are above, but how much below mean averages in county and State? Such position is quite unworthy of us. We should assume, in all respects, a higher rank, not for the sake of surpassing others, but of doing justice to ourselves. We may enter into these comparisons, not in a spirit of frivolous rivalry, though a noble emulation is not to be reprehended, but as the means among others, of ascertaining whether our obligations are manfully discharged, our privileges wisely used. And what excuse, we again ask, can Groveland offer for being behind-hand in these endeavors toward universal mental culture, which constitute the distinction and the promise of the State? Is not such a position suggestive of some unwisdom, some delinquency in duty? Nor can we say in excuse, that ours is a dull-minded, unthinking population, incapable of prizing mental discipline and the results of school instruction at their worth. On the contrary, it cannot be denied that an unusual degree of intellectual activity has been here developed, and our apology for any special deficiency must be, not inability, but inattention. This can be remedied, and undoubtedly will be. An excellent beginning has been made during the past year; we rejoice that it will be carried on during the present.

As a part of this movement, however, it will be indispensable to raise a larger amount of money for the support of schools. Without this, the only infallible token of present, and pledge of future interest, will be wanting; while this alone will enable us to adopt a better general arrangement. The citizens of the town will find it impossible to interest themselves cordially in the schools, without this piece of justice and generosity. That interest must be fairly paid for. We must invest more in our schools to give them value in our eyes. Where men's

money has gone their eyes will follow. The schools are needing better pecuniary support; this, the Committee believe, is generally recognized by the citizens of the town, and any penurious withholding of appropriations must inevitably be felt by ourselves as akin to the refusal to pay a just debt, to admit a fair claim. Now men invariably shun those to whom they have been unjust or ungenerous; and we should compel ourselves to neglect our schools if we refuse to endow them.

IPSWICH.

Your Committee cannot refrain from again calling the attention of the town, to the irregularity of attendance of the pupils upon the schools. It is undoubtedly true that some of the pupils are necessarily detained from school. But is it not equally true, that much of the time which ought to be spent in school, is spent in roaming about from place to place, practising the elementary lessons of vice and crime? They are the loungers in the stores and at the corners of the streets, passing their time in idleness, and practising all the modes of juvenile vice. Are these children in a way to become useful citizens or happy and respectable men? Are they not, rather, growing up to be the occupants of prisons and almshouses? Are they not in a course of education for worthlessness and crime? To correct this evil demands the active co-operation of every citizen of the town.

MIDDLETON.

The irregularity and tardiness of attendance on our schools, and the amount of absences had been so great, that in considering it, the Committee felt that an urgent responsibility required of them to attempt some expedient to lessen its magnitude. An appeal was therefore made to the scholars, and through them to their parents, at the opening of the schools, and the co-operation of the teachers was also solicited, to aid in the overthrow of these pernicious habits. A rule was also adopted by the Committee, to keep alive an interest in the subject, to this effect: that the name of every scholar whose marks, of absence, counting one for each half day, added to their marks of tardiness counted in the same manner, did not exceed five for a single term, should be published to their commendation in the Committee's report at the close of the school. The result of this expedient has exceeded our most sanguine expectation. And it has convinced us, that the principle of publishing the names of scholars, with reference to their promptitude and regularity in attendance on school, and perhaps on other topics, may be made to have a very beneficial influence.

Besides the following list of names there are others who, while they have attended school, have been prompt and punctual in their attendance, and others again who have been kept at home by sickness. So that, were these cases averaged with reference to the time they were able to attend, and three or four small scholars who had but little to gain by attending, and who were consequently irregular, be deducted, the average attendance could not fall much short of ninety-five per cent. As it is, the average in the winter schools is eighty-four per cent., and in the summer schools, seventy-seven and one-third per cent.; and the average, summer and winter, eighty and one-half per cent.

NAHANT.

The Committee are constrained to believe, that the evils of irregular attendance of the pupils at the schools are not fully comprehended. It is utterly impossible for the character or grade of any school to be maintained, without a strict attention to this matter.

It greatly increases the labors of the teacher, and is a fruitful source of hinderance to the progress of all the various operations of the school. The public good, which supplies the means of acquiring a thorough common school education to every young person, demands that they should have all reasonable opportunities for this purpose, and no parent can be justified in allowing this privilege to be unimproved, except upon the most urgent necessity. Another obstacle to the progress and usefulness of many schools, is found in the unguarded expressions of disapprobation of the teacher, upon the partial representation of the scholars, who are thereby encouraged to continue in acts of disobedience, for the double purpose of gratifying themselves, as well as to furnish occasions for strengthening the impressions on the mind of their parents, which they have the evidence that they have created. As you value these opportunities for the improvement of your children, or the harmony and quiet of the neighborhood, restrain all such expressions as have a tendency in that direction.

ROCKPORT.

The Committee, therefore, desire to call the attention of the town to some of the evils which prevail, earnestly hoping that measures will speedily be adopted for their removal.

1st. *Inadequate School Accommodations.*—There are, in Rockport, nearly twelve hundred persons who are entitled to school privileges, and money enough is expended to secure, by a judicious arrangement, those privileges to all of them through the whole year. Yet, for the want of

accommodations, not more than one-half of them being taught.

2d. *The rapidity of Change* is another evil of the present system. The studies are changed so often and so rapidly, that the pupils have to hurry through, or rather over them, giving little attention to any one subject, so that at the closing examination it is difficult to say if the school has advanced or not.

So much has been said and written on the subject of grade, and the immense advantage of the system, that the difficulties have often and ably demonstrated the Committee in a field of no good over the ground here. They desire only to state the result of experience. It is their conviction,—and this conviction is of the observation of absolute facts,—that, by grading the school is secured a gain of at least four hundred per cent. in the rate of improvement, and every thing that goes to make up the rank of a school of the highest rank. This being the case, ought we at a moment to adopt a system which is fraught with so much improvement cannot possibly be worse than the existing system, and the increase of expenses or larger appropriation of money. There is no good reason why we should not give the system a fair trial.

3d. Another evil is to be found in the prevailing rank of teachers. Although the law makes it the duty of the town's board to procure the teachers, unless the town at each annual meeting otherwise, yet the prudential committees have generally been to exercise this power. Consequently it often happens that the teachers are engaged at the last moment, and coming, it may be from a distant State, do not present themselves for examination until the day previous to the day appointed for commencing the schools. In such circumstances the Committee cannot insist so rigidly on absolute fitness for the office, as the interests of the schools require. The school board, far advanced, knowing the difficulty in the way of procuring teachers at so late a moment, and not wishing to displease the prudential committees who have made these engagements, the school board reluctantly approve teachers whose qualifications and fitness they should it be deemed advisable for the superintending committee to resume this right, they would be able to procure teachers better adapted to the wants of this community, and possessed of superior qualifications for the high and sacred office of instructor.

4th. *The want of Discipline* is another evil of immeasurable magnitude. Nothing can be plainer than that, with lax discipline the interests of a school must suffer. All are ready to admit this, it is to be feared that too many parents are, directly or indirectly, chargeable with a considerable portion of the insubordination

destroys the order, and consequent usefulness, of our schools. If all parents would sustain the authority of the teacher, and insist on implicit obedience to every reasonable rule, instead of listening to the complaints of a child, and encouraging him in disobedience, we should doubtless see a very marked improvement in the conduct of our schools. It is to be hoped that this matter will receive that serious consideration which its importance demands.

5th. The practice which prevails in all of our schools, and which is inevitable in the present system, of allowing pupils to press forward from lower to higher grades before they are qualified for such a promotion, is a serious detriment to them. They are too apt to think, that the main point is to get through a book whether they comprehend it or not. Thus it too often happens, that scholars pass from class to class, and from study to study, and when they get through know little more than when they began. Especially is this the case with young readers, and beginners of arithmetic. Far better would it be to spend months on a few pages, and thoroughly master their contents, than to rush thus blindly, through whole volumes, without comprehending any thing thereof. Both parents and teachers should discourage all such haste and impatience. The question put to a child should be, not how far have you advanced in a particular book, or how many books have you gone over, but, *how much do you know?*

The foregoing are the most apparent evils which the Committee have had to encounter. They have been briefly stated, for the Committee well know that, for enlightened citizens, a bare suggestion is as good as a long dissertation.

ROWLEY.

It will be seen from our statement, that, with the exception of a brief term of eight weeks, our schools have all been taught the past year by females. It has sometimes been objected to them as teachers, that they are not able to govern the older scholars. Our teachers have met with no such difficulty. The older scholars, with few exceptions, have been the least troublesome. Our experience has confirmed us in the opinion, that female teachers are best for us, and that we should act wisely by employing them in all our districts.

There are a few suggestions which we deem of sufficient importance to be presented on this occasion. One pertains to the business of procuring teachers. We take it for granted, that if we would have good schools we must have good teachers. *Other* things may be important, but *this* is indispensable. How shall such teachers be provided? The law contemplates the obtaining of them by the town's committee. But here it

has never been done. No such desire has been expressed on the part of the town and the committee have not been covetous of the responsibility. They have felt a delicacy in recommending such a change, and they do not intend to do so now. They cannot, however, refrain from expressing their conviction, that the adoption of such a change would be an advantage to the schools of the town. We have no fault to find with prudential committees. Our intercourse with them has always been pleasant. But there is an evil inherent in the system. There is not unity of action. Both committees are sometimes thrown into a very delicate and embarrassing situation when the intentions on all sides are perfectly good. If the general committee make all contracts, they may reasonably be expected to secure teachers as good as those obtained on the present plan, and they would feel far less delicacy in rejecting an unworthy candidate of their own engaging than of another person's. But if this business is to be left in the hands of the prudential committees, the procuring of teachers should always be attended to as soon as possible. Good teachers, as a general thing, do not seek for schools. They are not among the *seekers*, but the *sought*, and they should be obtained in season. Unless this is the case, they will generally be pre-engaged. Though some whose business it is to engage teachers, may be dilatory, yet all will not be of this character. Some will attend to the duties of their office in season, and they will generally secure the best. Every prudential committee man then, if the business of obtaining teachers is left with him, should be a man of activity and good judgment. More depends upon this committee than upon that which examines the candidates. If a candidate be brought before the examining committee, and possess the requisite moral and literary qualifications, they can hardly do less than approbate him, though there may be a great deficiency in several other important particulars. This makes it very important for every district to have the right sort of a man for a prudential committee, because his interest in this matter goes just so far as the worth of a school depends upon the character of its teacher.

Nor is this all. Teachers as soon as engaged, should immediately present themselves before the examining committee for approbation. It has sometimes been the case, that they have neglected to do this till a few days, or even a few hours before the school is expected to commence, and then, in some instances, the committee have been obliged, from their sense of duty, to reject the applicant. This is always very unpleasant to the rejected teacher and his friends, and exceedingly painful to the Committee.

Another important thing to which we would call your attention on the present occasion, is the want of punctuality on the part of many of the scholars in their attendance upon the schools. This negligence is a

serious loss to the absentees, to the children regularly attending, and to the whole community. The absentee suffers not only the loss of what he would learn were he at school, but in part, certainly, the remembrance of what he learned when he was present. His small acquisitions are made in such disconnected parcels, that to retain them in remembrance, requires a memory of uncommon power. Nor is this all. The absentee is, necessarily, uninterested in what is required of him when at school. Most subjects of study are so arranged, that the lesson of to-day is to follow that of yesterday, and to precede the one of to-morrow. This order is to be observed, consequently the absentee of to-day, by withdrawing the connecting link of the lessons preceding and following it, takes away very much from the interest and profit of studying to-morrow's lesson. Hence every teacher testifies that the frequently absent scholar is little interested when present, and also from this want of interest, and from his acquiring knowledge in this fragmentary manner, most of which is forgotten, he is but little profited by his occasional attendance.

But the evil does not end with the absentees. Those children who regularly attend are also sufferers. They must be kept back to allow those in the rear to come up. As an illustration. Let us suppose that a principle in arithmetic has been clearly explained in the morning, to a class numbering twelve, ten only being present. The ten perfectly understand the principle, and are ready to apply it in the afternoon, when the absentees present themselves. But nothing can be done until these two acquire some knowledge of the principle which was the special subject of the forenoon's lesson. The teacher gives ten minutes to its imperfect explanation, which, being partially comprehended by the two, the class proceeds. By this operation the ten have lost ten minutes each, the time required to explain to the two—the class, as a whole, have lost one hundred minutes by the absence in the morning of these two scholars. Again, a class of ten is called up to read—six of whom regularly attend the school, and are rapidly improving scholars—the other four are only occasionally present, and when there as uninterested as they are uninteresting. The six having studied their reading lesson, read with but few mistakes—the exercise occupying twelve minutes. The seventh, the first of the irregular attendants, begins, and as he has had no time for study, he hesitates, stumbles, and finally stops. He begins again, and going through the same uninteresting process, at last finishes the sentence. So with the others, until the twelve minutes have been thus spent. Saying nothing of the amount of the profit obtained by the four, we ask of what imaginable advantage has the time which these four have consumed, been to the other six?

Most surely, then, those who regularly attend must suffer from the irregular attendance of others.

There is still another item in the account. The community suffers by being unnecessarily taxed. As an illustration on this point, take a fact from one of our schools. In one of them there was a class of six scholars. During six consecutive days there were no two of them present on the same day, and the teacher found it necessary to hear the same recitation from six different scholars on six different days. Is there not, in this way, a great loss to the town? The Committee feel confident that an accurate investigation would demonstrate the fact, that thirty-three per cent. of all the money appropriated, is, in consequence of tardiness and absence, entirely lost. It is hoped that parents and guardians will, in future, see that those under their care avail themselves of all the advantages which a punctual attendance upon the school will secure. By so doing they may render it certain that the money appropriated will accomplish its intended good, and the education of all our children will be thereby greatly facilitated.

Another suggestion which we would make on the present occasion, regards the conduct of the scholars when at school. The conduct of the pupil in school should always be what we would have it in the virtuous walks of life. We would, therefore, have the pupil's obedience to a good government perfect. We wish him to know that he goes to school to obey his teacher—not to have his own will. We wish him not to go there for fun and frolic, for noise and play, for contention and strife. He should submit himself to wholesome discipline—to the order and regularity of the school-room. This we greatly desire, not only for the sake of the child, the parent, and the school, but for the sake of our common country and its free institutions. The well-ordered school-room more than any spot, except the Christian home and the sanctuary of God, is the nursery of such institutions as we enjoy. Those children and youth who attend school to violate its order and to break down its discipline, who are allowed in such a course by parents and guardians, are rapidly preparing for anarchy and confusion in the state—and what is more, for the prison and the gallows. We cannot, therefore, with too much earnestness, urge the sentiment, that in relation to obedience, diligence, stillness, decorum, respect to superiors, manliness in manner, the pupil should be disciplined most thoroughly and systematically by the teacher, and should be encouraged by parents and guardians in receiving such wholesome discipline. We speak advisedly when we say, that those schools are best where the discipline, in its broad and best sense, is thorough, efficient, and even, in the eye of the world, somewhat rigid. Every person must see, that, if the legitimate authority of the teacher is to be trampled upon with impunity by reckless and disorderly

scholars, then we may bid farewell to all good results from the common school system. Let, then, every child enter the school-room with the indelible impression from his parent, that the authority of the teacher is necessary, and right, and legal, and must and will be sustained; let the parent require, on pain of his own displeasure, as if he had been himself disobeyed, that his child shall submit to all the regulations of the school, and that no infraction of them can be countenanced or even tolerated.

Another and very important suggestion which we wish to urge is, a liberal appropriation of money for educational purposes. True, enlightened and Christian policy says, educate the people—the whole people. The grand object to be aimed at, is not merely the impartation of some little information to the pupil in arithmetic, so that he may know how to do the common business of life—to teach him to read, so that he may acquaint himself with the news of the day—to teach him to write, so that he may be able to keep his accounts—but it is to secure for the scholar that thorough mental discipline which will prepare him for any sphere in which he shall be called to move—that development of the mind which will elevate and ennoble his aspirations—that cultivation of the faculties which will awaken a quenchless thirst for knowledge—that influence on the mental powers which inclines them to the truth. It is to make strong minds, courageous hearts, prompt, active, and energetic men—it is to make a generation of men capable, valuable, benevolent—a generation which, in time to come, will evince to the world around them that they had an enlightened and valuable parentage.

But this is not all that is wanting. Intellectual training alone does not meet the wants and necessities of man's nature, nor the demands of the age. The system which looks to intellectual culture merely, will not only fall short of accomplishing what is necessary, but will actually occasion much mischief. It is not the head alone, but the heart, the moral feelings, that should also be cultivated. The school-room is the place where the moral and mental faculties should be developed in due proportion. Here that foundation upon which the structure of a complete manhood, in all its graceful and beautiful proportions, may rear itself, should be broadly and safely laid, that thus the edifice may stand firm, in defiance of earth's blandishments, and all the machinations of man's great enemy. But while we are lavish in our expenditures, and ingenious in our inventions and management to detect and punish crime, we are unwisely parsimonious and woefully blind in seeking means to prevent it. We build prisons, erect gibbets, and construct navies with which to punish the giant when he shall be full grown, but are frightened out of our senses at the call of the school-master, who can crush a multitude of giants in embryo. How often do we hear the remark, that

the money appropriated is about the same as thrown away—whereas, if we gave double the amount of our present contributions, our schools would be much better, and thus we should see that what was spent for education would be returned four-fold by the prevention of crime. These remarks may be regarded as theory or mere speculation, nevertheless we believe, that when government shall adopt and pursue the wise policy of giving to every child of the Republic a good education, more glorious results than any yet conceived by the most hopeful and sanguine educators, will be realized. We call upon you then, fellow-citizens, to be liberal in your appropriations, that your Committee may command the best teachers that are to be obtained, and thus make our schools what they ought to be. More money is necessary now to accomplish the same amount of good, than was needed in times past. Teachers' wages are higher, and fuel costs more than it did a few years since. We have, also, forty-one more scholars than we had a year ago. We must expect to pay more than we have done, and to enable us to do this we must raise more money than we have been accustomed to do. We close this report with the expectation that Rowley will not suffer itself to be behind any other town in the Commonwealth, in the appropriation of money for the education of her children.

SAUGUS.

The Committee are satisfied that something is necessary to be done to make the schools what they should be, and they would take the liberty to offer a few suggestions and recommendations on the subject, for the consideration of all concerned.

The importance of placing the whole management of the schools—the hiring of the teachers, as well as examining and approving them—in the hands of the superintending committee, has been urged upon your attention, and we think the subject of sufficient importance to claim a brief notice in this report. If the superintending committee are required to examine and approbate teachers, they should also *select* them; otherwise they are seriously embarrassed and cannot properly discharge their duties. Two committees, in procuring teachers, conflict with each other, and the consequence often is, unsuitable teachers are employed.

The statutes of the Commonwealth provide, that, unless the town shall determine otherwise, the school committee shall select as well as decide on the fitness of the teacher; and it seems to us just and right that both should devolve on the same committee. The responsibility should rest where it belongs. We hope the town will consider the subject, and leave the matter of procuring teachers wholly with the super-

intending Committee. Should this be done, we are satisfied that a decided improvement would be made in the schools.

The importance of employing the right kind of teachers, is a subject which cannot be too deeply considered. To procure competent teachers, it is necessary to give them suitable compensation. This they reasonably demand, and if they cannot get it here, they will obtain it elsewhere. The sum appropriated by the town for the support of the schools, during the current year, was \$1,500. This, the Committee believe, is not sufficient to meet the necessary expenses of competent teachers, and would therefore recommend that the sum be increased for the ensuing year.

Regular attendance on the part of the scholars is a matter of great importance, and was urged upon your attention in the last report. This is a subject for the special consideration of parents. We are satisfied that the great irregularity of attendance is attributable mainly to inattention and inefficiency on the part of the parents, and until they are brought to see and feel the evil—the serious evil they are inflicting on their children—it will not be wholly removed. The practice of taking children from school for trivial causes is highly injurious to the children and to the interests of the school. If parents become dissatisfied with a teacher, owing to some small error or offence he may have, or be supposed to have committed, they do a serious wrong by taking their children from school, or in any way encouraging them in disobeying the orders of the school. This is the direct way to teach insubordination and subversion of all authority.

Wholesome discipline in the schools cannot be too strongly urged upon the attention of teachers and parents. No school can prosper without it. Where it is not properly observed, all other means will prove ineffectual. Parents may do very much in encouraging and sustaining the teacher in maintaining that discipline necessary for the success and prosperity of the school.

Too frequent change of teachers is another serious evil, and should be removed. These changes operate injuriously, in many respects, upon the interests of the schools. Good teachers should be obtained, and retained in the schools, if possible, from year to year. Experience has abundantly shown this to be the true policy.

WENHAM.

Before we close, we wish to offer one suggestion in respect to a single item in the education of our youth. That item is *moral* instruction; without which our children will be but poorly prepared to exert that healthful and saving influence upon society and the country, which is

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so much desired and needed. It requires but little reflection to perceive that, however well a child may be educated in reading, writing, geography, history, grammar and the like, if he has a *bad moral character*, he cannot answer the end for which every parent is anxious to educate his child. If a child grows up regardless of truth, honesty, chastity, sobriety and the kindred virtues—aye, if he grow up addicted to profane swearing, falsehood, theft, licentiousness, idleness and intemperance, he cannot exert that influence upon society and the world, which every parent desires his child to exert; neither can that child be respectable or respected. And every child is exposed to influences which lead to these vices, and in *school*, too, is he exposed to these influences, and in proportion as he becomes addicted to these vices does he depart from the above named virtues. And every teacher, if he or she be of the right stamp, can do much towards restraining our children from these vices, and they may do much towards instilling into their young minds those virtues which will qualify them for useful and responsible stations in life. Hence the importance of teachers having regard to the *moral* instruction of our children, and pointing out to them the evil tendency of vicious habits, and cautioning them against those habits.

But we believe these duties of teachers are quite too much neglected; and we have reason to fear they have been *entirely* neglected in some of our schools the past year.

MIDDLESEX COUNTY.

BILLERICA.

Almost without exception, the largest scholars have manifested a decorum and propriety of behavior which are worthy of high commendation. In years past, the exertions of the School Committee to secure such a result were often unsuccessful. The prevalence of false sentiments on school government, and of inveterate bad habits, presented obstacles with which they sometimes struggled almost in vain. The Committee earnestly called the attention of teachers, parents, and others, to this subject. It was made a prominent theme in the school reports of the last two years, which were printed for circulation in town, that

all, and especially that mothers, whose influence is mighty in the schools, as well as in the family, might give their co-operation in the promotion of this desirable object. Under the influence of a rectified public sentiment, with the intelligent and efficient co-operation of the friends of the schools, there has been a manifest improvement in the manners, morals and behavior of many of the children and youth.

BRIGHTON.

Your Committee suggest to teachers more care in the classification of scholars. It not unfrequently occurs that pupils are found, e. g., in the first class, who are no more advanced than those of the second, and that pupils are found in the second class advanced quite as far as most of those in the first. Classification strictly according to attainments will give the schools a better appearance, and what is mainly to be considered, will conduce much to the improvement of every scholar.

In some of the schools the scholars go over too much ground, and in others too little. In the former case, the school appears to disadvantage at examination; in the latter, very much better than it really is. The teacher should determine how many pages, or lessons, the class may be able to master, *by suitably taxing their industry*. If pupils learn only a very few pages during a term, though they learn them perfectly, one great end of study is defeated, if the extent of ground passed over has not been sufficient to bring their own resources into exercise.

If too much ground is passed over, of course nothing is learned well; and yet it is a serious question, whether the stretch of mind thus, in some measure, secured, is not quite as good as the perfect lessons learned by the endless repetition of the teacher, and without the effort of the scholar.

The registers, in most cases, are not kept perfectly, and therefore are of little value to the Committee or the Board of Education. Your Committee suggest to teachers, that they have no private judgment in the matter, but keep the registers *precisely as they were designed to be kept*.

BURLINGTON.

Your Committee would here remark, that our *winter* schools were very far from being what they should be, or what they *might* be, under a different system; a system of gradation. The whole number of scholars in this town, in May last, between the ages of five and fifteen, was 99; and here it will be readily seen, from the sum of money raised by the town, that between three and four dollars is appropriated to *each child*, which sum would not suffer, in comparison with the sums raised by a

majority of the towns in this State. In a town like ours, where the population is sparse, our schools could not be graded as in a town of more dense population, but where most of the children are living within two miles of a central point. Your Committee would submit whether it would not be wisdom and economy to provide a suitable place for scholars of such age and qualifications as the town or your Committee might determine, to be kept by a man of experience as a teacher, and whether it would not add to our outward prosperity. Your Committee believe that by such a grading of our schools, the younger scholars would be benefited, as well as the older, and that they would receive *double* the amount of good that they now do. In a school properly graded, classes consisting of twenty persons can as well be instructed; an individual scholar could be in the same time, and it is easy to perceive the *superior economy* of such schools, when pupils are arranged in convenient classes, over those in which only a few pupils can be associated together in the same class. Another argument is, that in a graded school the pupils are subject to a better mental discipline. That a certain degree of emulation, arising from companionship in study, is necessary to success in teaching, is admitted by all. The influence of such association operates with *peculiar force* upon the minds of the young. Perhaps there is not a person in this house, who has not observed with what different spirit a child performs any work alone, from that which it manifests in doing the same work in company with others; and only when the schools are graded will it be possible to form the whole number of scholars into properly constituted classes. The necessity of such schools will be still more apparent if we consider that without such an arrangement there can be no perfect adaptation of teachers to the schools under their charge. To put young children under a male teacher, is almost in every respect undesirable, they are not so well governed, they are not so well taught, and they are a great hinderance to those more advanced, and exceedingly troublesome to the teachers. It is bad economy. They occupy part of the time of a teacher who is paid, it may be, forty dollars a month, and are less benefited than they would be under a female teacher, whose services could be had for half that sum. How many a tender child is injured by stern administration of just the man required for larger, turbulent boys. We are led to suggest this alteration, believing that you have the best interest of your children at heart, and wish to have them get the greatest amount of good from our schools. Another reason why this alteration in our schools should be made, is that order would be more easily and better maintained, which we have all known the want of, the past year; we do not ask you to raise more money for the education of your children, but that you would secure to

them the benefits of what you *do* raise ; probably but very few of the children will ever enjoy the advantages of any other schools than ours.

Your Committee cannot close this report, without adverting to the duties of parents in giving a strong and vigorous support to teachers in enforcing their rules and regulations, and in carrying out their plans. This support is essential to the moderate success of the ordinary teacher, and to the best success of the ablest. If parents would, at the commencement of every school, speak to their children of the sacrifices they make in providing a school for them ; of the expense they are at in fitting them out with books and clothing, scholars would be more likely to appreciate their privileges, for we are all very apt to think that which costs something, is *something worth*. If parents would tell them of the importance of having their lessons thoroughly learned, of the importance of good order in school, and that they shall request the teacher to inform them of cases of neglect, in getting lessons, and violating the rules of the school, and that being called to account at school will bring accountability at *home*, and punishment there, will make punishment certain at home ;—let sentiments like these go forth from every dwelling, and what a change should we witness in our schools.

Again, the little faults of teachers are not always to be noticed ; remember that teachers are human, the best of them, and consequently they may commit errors, and many, and this is to be expected where young persons are employed in our schools. If their methods for governing are not always the best, they will need your support and co-operation the more. By remembering that you too are human, that you are not infallible, that your government may not always prove the best, you can better cast the mantle of *charity* over the faults of the teachers.

CAMBRIDGE.

It is on the intimate acquaintance thus acquired with all our schools, that we base the opinion already expressed of their high character, and of the thoroughness and excellence of the work that is done in them. If there are any among our fellow-citizens who have doubts on the subject, or who complain of the heavy expense of the system, we would invite them to follow the Committee in one of these semi-annual reviews, and then judge for themselves. Let them remember that it is in these schools, that more than three thousand children are now receiving nearly all the intellectual culture which they will ever obtain from any other source than the stern experience of life. In these schools influences are exerted, second in importance only to those of the family fireside and the Bible, to mould the characters and the destinies of the coming gene-

ration,—to train up the men and women, the fathers and mothers are to take our parts and fill our places when our own earthly vocation is either finished, or is left incomplete behind us. These three children represent at least fifteen hundred families in our community, all of whom the nature and the degree of the school instruction their sons and daughters are receiving are matters of the liveliest interest. Is there any other municipal concern, any subject which demands the attention of our civic government, that equals the public school in magnitude and importance? Shall the money which is needed to support this system be more avariciously counted, and more sparingly expended, than that which is spent upon fire engines and street-lamps, and paupers, roads and bridges, or any of the hundred other concerns which drain the city treasury?

CHARLESTOWN.

There is no department of our municipal affairs which requires constant care and attention than that of the education of our children and youth; while there are new developments from year to year in the world of science and of art, it is hardly to be supposed that no improvement is to be made in the means and appliances for training the human mind. The system of education generally, which is in operation here at the present time, has been sanctioned by those among us who have the experience and observation; and improvements have been introduced from time to time, but the main features of the plan have been retained. The question has often presented itself to those who have been particularly connected with the management of our schools—By what means can our excellent system of public instruction be made more efficacious for the moral and intellectual improvement of all the children of our city?

When it is realized that there are more than four thousand children in the city between the ages of four and sixteen years—that there are thirty-eight public schools to be looked after and provided with teachers, fuel, &c.—that there are sixty-three teachers to be examined and reported on, and twice at least in each year all these schools are to be visited—and that all this work is to be done by thirteen men who have the business of their own besides, it must be evident that the superintending power is incommensurate to the magnitude of the work.

It is therefore proposed to be visited (not merely called upon) much oftener than at present. By the institution of a system of mutual visits, each teacher's system of instruction may be examined, its excellences approved, its objectionable features corrected, thus an intimate acquaintance with each school would be gained, and the system would be beneficial to teachers and scholars. It has been the custom of the Board to visit the schools in whose judgment the community has often

confidence, that the best condition of our schools could not be without the employment of an intelligent, educated, practical person whose whole time should be spent in visiting the schools and caring for the details of a general plan adopted by the School Committee. It is not proposed by this agency to relieve the School Committee of the responsibility of a thorough annual examination of the schools, or of general supervision, but by exemption from the minuter details now performed, to give more time for a general and comparative examination of them.

GROTON.

The Committee apprehend that there is in the community a great want of punctuality in the attendance of the scholars. This seems a very serious matter. He who sends his child to school should take as a point of strong endeavor to have that child constantly and regularly in his place. He should do this for the sake of the child. If a scholar attend school but half the time in an irregular manner, instead of learning half as much as he would if he attended constantly, it is likely that he will learn nothing to good purpose. But, furthermore, the parent should see to this matter on account of the school and of others. He has no moral right to allow his child to attend school irregularly, without absolute necessity. By doing so, the parent counsels all the exertions of the teacher in respect to classification, a point of utmost consequence, occasions a disturbance of order, a waste of time, a disparagement of the standing of the school, and a general mischief which cannot be justified by any supposed convenience of his own. It is needful that the inhabitants of each district should do all in their power to strengthen the hands of the teacher. They should manifest in every possible way a hearty concern for the prosperity of their school. Frequent visits of observation, not of dictation, on the part of parents and the community, may be of great advantage. Attendance on their part at examinations is of consequence. The more acquaintance there is between the parents and the schools, the more pleasant and profitable they will be. All parties will be aroused and benefited by it. Want of harmony in the district has often a very prejudicial influence upon the school. The school should be judged impartially, according to its merits or demerits, not according to incidental circumstances of personal or local disagreement. The teacher's work is difficult enough when he is being subjected to unjust disparagement through the imperfections of others.

As to the qualifications of teachers, it is no easy matter to decide without more opportunity of information than the Committee

very often possess. Some reliable conclusion may be reached by hours' examination, respecting the intellectual exactness and reliability of the candidate, on which depend, to a very great degree, the efficiency and impartiality of government in the school, the hold over the scholars' affections and aspirations, in fine, the general result even in respect to mental attainments. It is far from being the case that the best-informed person always makes the best teacher. One may know a great deal and have little tact or success in imparting what he knows. In addition to moral traits, there are other mental traits besides knowledge to be considered. The spirit with which the teacher's calling is pursued is of great consequence. A person who teaches occasionally for money, or to eke out the means of his own education, is not, things being equal, so likely to do good in the occupation as one who has adopted it permanently from preference for it considered by itself. The more of earnest attachment to the calling, the better for all. No matter how great the amount of wages paid to a good teacher, it is of no detriment, provided only that you get your money's worth in the superior excellence of the teacher. A short school, well kept, is worth infinitely more than a poor one, however long. In fact, oftentimes the longer a poor school is, the more harm accrues to the community. That which is dearest at the outset, is very frequently cheapest in the end. A teacher would be cheaper at fifty dollars per month, than a person who would teach for nothing, and board himself.

Your Committee have observed that in several of the districts the same teacher has been engaged for both schools, the summer and the winter. When the teacher is a competent one, this, we think, is a desirable arrangement. It is well-known that it takes considerable time for teachers and pupils to get mutually acquainted, and to go on together with order, ease and efficiency; so that often the last half of a term of school is far more valuable than the first. In the same way, a candidate previously familiar with the scholars of the district, is, other things being equal, far preferable to one who is more a stranger to them. The principle of change which has prevailed in our common schools we have applied to other concerns, we should at once see its mischievous influence. What if writers in banks and insurance offices, merchants' clerks, reporters in academies, professors in colleges, gave way every six months to new incumbents of their offices? Would nearly as much useful business ensue as at present?

It is sometimes said that education is omnipotent. If this is true at all, it is not true of mere school instruction. The most important part of education is probably always accomplished away from the school room. The teacher's voice is but one of many which the child hears. The teacher's system must in general have far less sway over him

out-door scenes or the informal lessons of the domestic circle. The tone of society, the manner in which he sees the prizes of society regarded and distributed, tend strongly to educate him. The human life in which he mingles, all nature around him, the innumerable circumstances of his lot, convey constant influence over his mind and character. Nevertheless, the school is of vast importance. And what is its object? Do children attend it merely to be *supposed* to have received an education; as it is said some students have *ate* their way to a college-diploma by unflinching attendance at the meals of Commons? No! School life should be sincere and earnest. The teacher and the pupil should regard it thus. Substance, not pretence, should be the watchword. The teacher should seek, above all things, to arouse and sharpen the desire of real improvement. The effort should be to have every thing done heartily. There should be a habit of thinking, not a mere storage of the memory with the signs of thought. The words employed should always hold something, and the pupil should know what they hold. Mere verbal repetition is of little use. Not the wrapper, but the thing enclosed, should have chief attention. Somebody says, the first requisite in order to know your way, is to know where you are going. Clear ideas from the start, are of great consequence. Principles should always be inculcated rather than separate, unconnected examples. The help given to the pupil, in the doing of sums, for example, should be directed to the theory, rather than the process. A great principle, completely mastered, is worth a whole library of results. Get hold of the dollar and you of course have the cents. In the investigation of truth, *reduction ascending* is perhaps the most profitable general rule. Win the leader of the herd into your enclosure, and you have the whole herd. It is servile to take results upon trust; to get at the reasons of things is mental freedom. Freedom of inquiry, naturalness of mental action, should be cherished in the school-room. Restraint on the freedom of the mind is restraint on its energy.

But few branches of study should be prosecuted at once. Not the quantity, but the quality, of learning should be chiefly considered. Better learn a little thoroughly, assuredly, than a great deal superficially and doubtfully. The elements of a study need constant regard. Reviewing is a useful method. Let not the parent complain that the child is "put back." It is oftenest well that he should be. The mind may be crammed beyond good digestion, as well as the body. A moderate amount of aliment, well-digested, will serve better than gross feeding to furnish iron muscles for the physical man. So with the intellectual man. The muscles of the mind need analogous training. The most athletic intellect is not always the most corpulent one.

LOWELL.

We have not been unmindful of our duties, under the statute, which relates to the employment of children in manufacturing establishments. Children have been found working in such establishments, who were under fifteen years of age, and had not attended school the required time during the year, and who did not come within the exception of the statute. Such cases have been comparatively rare, and when the facts have been made known to the employer, the child has been discharged. When we consider the extent of our manufacturing establishments, the number of young persons employed in them, the very many poor families in our midst whose chief dependence for subsistence is upon the earnings of their children,—the difficulty of detecting misrepresentation on the part of parent and child, as to the age of the child, or the time he has been within the State, it is not surprising that children sometimes find employment in the mills who should be in the schools, and that too in spite of the honest endeavors of employers to comply with the law in its letter and its spirit. That helpless parent who has a family of young children and who sees no alternative but to find employment for them or throw himself and family upon the city for relief, is surely to be commiserated. But even in such cases, the interest of the children, as well as those of the parent and of the public, point in the same direction. The intellectual and moral wants of the children must be supplied. The statute is a salutary one, and no one can be justified in violating it; nor should he be allowed wantonly or knowingly so to do with impunity.

Doubts as to the construction of the statute, and the proper form of certificates to be required, having been expressed, the School Committee have prepared forms adapted to public and to private schools, which they have recommended to manufacturing establishments to require.

In our search after children thus illegally employed, as well as in the performance of our duties under the statute of 1852, chap. 241, we have been greatly assisted by the truant commissioner, Jesse Huse, Esq., who was appointed to that office early in the year. The important service rendered by this officer to the cause of education and the promoting of order and good morals in our city, we cannot omit to notice. As furnishing evidence of the various duties which have devolved upon him—his fidelity and perseverance in the execution of them—and proving beyond question, the necessity of a prompt and persevering enforcement of this ordinance in our city, we give the following brief abstract of his report, viz. : Whole number of truants, 306. Of these, 292 were boys and 14 were girls. Twenty-two of the boys were arrested by virtue of warrant; two of these were sent to the house of employ-

ment and reformation for juvenile offenders, for two years, three for one year, and four for six months ; nine were bailed by parents or by friends, and for four employment was found. Whole number of absentees, (children not attending school and apparently out of employment,) 482. Of these, 371 were boys, and 111 were girls. Of the truants and absentees, 166 were American, and 620 were of foreign parentage. Of the absentees who were placed in schools, forty-four had never attended school in this city. Some of the boys were found to have partial employment, and some were engaged in *minding house*, to enable their parents to go out to work. A large number of the girls who are counted as absentees, claimed to belong to the school of the Sisters of Charity.

In attending to his duties, the commissioner has visited and conversed with 820 families—made 757 visits to the schools, and received 197 written requests from teachers, to all of which he has attended. We are tempted to quote from these reports, which contain other matter of public interest, but forbear. We suggest that the field of labor is too broad for a single officer. This the present commissioner has found to be his own experience. If the territory were divided and two officers were employed, time would be given to make thorough investigations in cases of doubt, and each would more easily and surely detect cases of truancy, absence, &c.

MALDEN.

Before closing this report, the Committee would respectfully submit a few considerations to their constituents, which they believe deeply concern the interests of our schools.

1st. The Committee believe it would greatly subserve the educational interests of the town, if a High School, such as the law contemplates, were established within its limits. Many of our youth would gladly avail themselves of the advantages afforded by such a school : and in its absence, parents are obliged to send their older children elsewhere, to pursue those higher branches of study which cannot be introduced into our public schools. In this way hundreds of dollars are annually expended for the support of schools in other places. In the present crowded state of our public schools, no suitable provision can be made for this advanced class of pupils ; so that the cause of education in the town demands the establishment of a High School among us. It is believed that a wise policy on the part of the town would dictate a suitable appropriation for this object. It would add to its already high reputation, and would increase the inducements held out to the better class of citizens, who are continually emigrating from the city to the suburban town, to take up their abode with us.

2d. While the public schools generally are in a healthful and prosperous condition, yet, had the appropriation of the town for their support warranted an increase of expenditure, more would have been done to promote their interests. Believing it to be the best policy to *obtain* and *retain* the services of *superior* teachers in our schools, the Committee have been obliged to advance the salaries of several teachers,—a course demanded by the increased expensiveness of living, and by the fact that the *best* teachers are commanding higher salaries than the town has hitherto paid.

The contingent expenses this year have been somewhat larger than usual, in consequence of repairing school-houses, painting, furnishing stoves, &c.; and, at the same time, the Committee have refrained from making improvements which they deemed desirable, from fear of exceeding the money voted for this purpose. As it is unreasonable to expect retrenchment in the matter of salaries, unless we would have the schools deteriorate, and as the other expenses cannot well be lessened, the Committee believe that an increased appropriation will be necessary to meet the future wants of the schools. The amount appropriated for this purpose the past year was \$4,600, with \$1,000 for contingent expenses.

3d. The Committee have thought it advisable to make as few changes as possible in the text-books used in the schools, and have made no change, except where they believed it demanded by the immediate interests of the scholars. They found some books in use, which, in their opinion, did not fully subserve the best interests of the schools, and therefore introduced others, deemed superior, in their places. A large number of text-books, not now used, and consequently valueless, had accumulated upon the hands of the town agent; these were exchanged for such as were needed, and thus the expense to the town has been considerably lessened.

4th. The Committee, being aware of the evils arising from frequent changes of teachers, have sought to make as few as possible. Sometimes unavoidable circumstances may arise, rendering a change not only desirable, but necessary—and then it should unhesitatingly be made. When a school is greatly mismanaged, when the teacher has no aptness to instruct, and the pupils are at a stand-still, or are retrograding, when he cannot succeed in securing the interest and esteem of his pupils, and the school is constantly declining under his care, a change is not only expedient, but is demanded. But no considerations should ever prompt a change of teachers, except those of the weightiest character.

5th. The great irregularity of attendance at our public schools is an evil loudly demanding remedy. The Committee have not deemed it expedient to adopt any stringent rule to secure the punctual attendance of the scholars; knowing that this is a matter depending mainly upon

home influence, and the action of parents. The evil exists to a lamentable extent, and should be remedied by parental interference. If scholars are allowed to absent themselves frequently from school, their absence necessarily interrupts the progress of the classes with which they are connected. Either they must omit what the class has learned in their absence, or the class must be delayed till they can overtake it. Either course is injurious, and if parents do not wish to retard the progress of their children, and to derange the whole machinery of a school-room, they should not require the absence of their children from school, nor even allow it, unless the necessity for so doing is of the most imperative kind.

6th. The Committee desire to say a few words to parents on the necessity of their co-operating with the teachers of the respective schools, as without this they cannot prosper as they ought. Some teachers feel sensibly the want of this co-operation, and are conscious that they are not doing for their schools what they might, with the aid and influence of the parents. If parents sustain the teacher in maintaining good order, in counselling their children to obedience and diligence, in requiring promptitude and constancy at school, in expressing their regard for, and sympathy with the teacher, in frequently visiting the school, and manifesting an interest in all appertaining to it, they will soon perceive a great improvement in both teacher and pupil. The teacher, encouraged, will put forth new efforts for the improvement of his charge; the pupil, stimulated to activity will progress with unprecedented rapidity. But let the parent withhold his influence and aid from the teacher, let him speak lightly and disrespectfully of him in presence of the child, and magnify every trivial error in judgment, or fault in action, into an unpardonable enormity, let him avoid the school-room as though he knew not its existence, and withhold from the teacher every expression of sympathy, and it would be unreasonable to expect great or permanent prosperity.

The Committee are happy to say that they have witnessed with pleasure an increasing disposition on the part of parents to co-operate with teachers, but not to the extent which is desirable. They are confident that an improvement in this respect would be productive of most gratifying and beneficial results.

MEDFORD.

Your Committee have labored to give and make permanent the impression, that the first and great purpose of education is to give the *power to think correctly*, and to do every thing with understanding. Books are to be studied, and rules committed to memory, not that the

pupil may have so many facts in his mind as remembered facts, not that he may *recite fluently*, but that he may understand the *reasons* of those rules, and be able to apply their principles to the manifold exigencies of life and actual business. A scholar may solve problems in interest, for example, in school, with his book and the directory words of the rule before him, and a model solution for his eye to follow, and yet not know enough of the subject and reasons of interest to be able to calculate the amount due upon the simplest indorsed promissory note in the counting-room. This is not an unfrequent experience and observation; and is the fruit of a totally erroneous and slovenly mode of education. It takes no more time, it costs no more labor, to instruct a child in the real nature of interest, to illustrate to him clearly the principles on which it proceeds, so that he shall be fully qualified to solve any of its problems anywhere, than it does to drill him into his parrot-memory of the words of the book; and the results of the two modes are widely different: what he learns *in its principle*, becomes a permanent possession, always available, part of himself; and a teacher who refuses or neglects, for any cause, to give this better instruction—who does not set it up as the unyielding rule of his school—is undeserving of the responsible station he fills. No matter what may be his graces and qualifications in other respects—how amiable, how faithful, how intelligent soever, unless his work *begins* where the office of the *book ends*,—unless he *can* and *will* make the dry theory of the books radiant with practical knowledge to the scholar; unless, in the language of another he “can teach *very well indeed*, then he cannot do the very thing for which he is employed, and for which his salary is paid.”

NATICK.

Many of the defects in our schools are to be attributed directly to the want of proper qualifications in the teachers. Very few teachers have been educated, themselves, to close and accurate habits of thought, and the result is, that they perpetuate their own defects of mind, by transmitting them to their pupils. Accuracy of thought, and clearness of mind are qualities easily impressed by the teacher upon his pupils, and they are of inestimable value in every condition of life. A teacher loosely and carelessly educated, with rambling and disjointed notions of men and of things, is an injury of the most positive kind to a school under his charge, inasmuch as he induces a like habit of negligence of thought and expression in his pupils. Some of our teachers have been properly educated in this respect, and are thus competent to instruct in a thorough and exact manner. But in the present state of things, it is not always practicable to obtain such persons to teach in schools.

But a teacher should not only have a thorough and exact education, but he should also have skill and aptness in teaching, and in governing and managing a school. All these qualities must co-exist in order to make a good teacher. The number of persons in the community who possess these qualities and are thus fitted by nature to become teachers, is, and must be small, and these are not always the ones selected by the wisdom of the prudential committees, to teach our schools. Nor can this evil be remedied by the examination which the superintending committee are required by law to make, of all the teachers. The examination cannot extend to any other matters except the mere knowledge of books, while the tact and skill of a teacher can only be tested by an actual and often disastrous experiment.

Providence seems to have designed that woman should be the teacher of childhood. To teach the young, is the vocation of woman by nature, and all those who have accurately observed our schools, unite in attributing to our female teachers a greater degree of tact and skill in teaching than is possessed by those of the opposite sex.

It is the impression of the Committee that all our district schools, both summer and winter, might be taught more successfully by female than by male teachers. According to our experience, female teachers are better educated in the various branches usually taught in our common schools, than the male teachers. Many young ladies qualify themselves expressly for the purpose of teaching, by attending normal schools, or otherwise; whereas very few of the other sex ever take any pains to do so. Male teachers, of the class employed in district schools, seldom manifest that degree of interest which is necessary to success in teaching. They use school-keeping as a stepping-stone to something else that is better and more desirable for them. Ordinarily they do not expect employment, as teachers, but a few months in the year. They teach, emphatically, for the *pay*, in which all their interest centres. They have no particular ambition to succeed, as they do not usually expect re-employment in the same place. They are adventurers in quest of lucre, without any interest in their calling, with their whole thoughts and attention turned to other things, and it is not strange that they are generally unsuccessful. Perhaps they are students in college, without experience in common schools, poorly instructed in the elementary branches, in search of funds to help them in paying their college expenses, and sometimes escaping from the irksome studies at the University, to have a good time in fun and frolic in a country school district.

This is true of male teachers, as a class. There are a few who teach with correct aims and intentions, who are looking forward to a life of usefulness in the profession of an instructor of youth, and who

writing, but cannot launch off unaided in the execution of a letter, note or notice, having all accurate in spelling, punctuation, use of capitals, etc. If their communication is to a distant friend, 'tis not neatly folded and bearing the proper inscription. So with the thousand and one things that occur in actual business life. The best educated man is *practically*, as well as theoretically educated.

Finally: let parents who employ teachers for their children, manifest the same interest in the success of the enterprise, and in its being *well done*, as they do in other work they *hire* performed. This will bring them into the school during its progress and at its close.

Let them not confide wholly in the representations of their children, in so high a matter as education, and forming an estimate of teachers, when they usually do not regard the judgment of children as accurate and reliable, in far less difficult matters than instruction, and progress in the sciences.

SHIRLEY.

Your Committee cannot but express a regret that so many people are yet in favor of a frequent exchange of teachers. So great are the disadvantages that arise from this custom, that were our schools private, instead of public institutions, they would all fail, if not be dissolved, within five years. No board of trustees could sustain one of our colleges, or higher seminaries of learning, for that length of time, under such a system. One term is long enough for a *poor* teacher, but the way to keep our schools supplied with good teachers, is to hold on upon the services of those who prove themselves of this character. The experience of the Committee warrant them in the declaration, that where the same individual has been continued at the head of a school through a series of terms, the result has been a thorough and speedy improvement of a large portion of his or her pupils. And we know of no argument that can be advanced in favor of a new teacher every term, that may not be advanced in favor of a change every month, or every week. The policy which we condemn is fatal to the best interests of our schools. These assertions may be sustained by facts. With your permission we will adduce a single instance of the effects of this custom, which will not cast the least reflection, even by the most remote implication, on the district, when it occurred, nor yet upon any member of that district, but is intended only to show the ill effects of a policy that at present has a large and honest support from a respectable class of our community.

A teacher was placed in one of our public schools, four years since, and was continued there through four successive terms of public school,

and she had one private term in the mean time, making five terms in two years. The school was in a low state when her labors commenced, but it rose under her care until—at the close of the last term—the most sanguine expectations of the Committee were fully answered, and the school was regarded as being surely established on a progressive basis, could the teacher's services be continued. But here the fatal policy came into exercise, and a new teacher was employed, and new teachers have been employed every term since; this, with other circumstances, have reduced the school, as a whole, to a lower position than it occupied four years ago. And to prove to you that we have not overrated the teacher's services, to whom we allude, she has been employed in the first school of a neighboring town, from the time she left the school alluded to—two years—has kept three terms a year, and is now under a contract to continue a year longer.

SOMERVILLE.

There is a vast difference of opinion, as to what constitutes the elements of a practical education. One opines that the object of common school instruction is to enable a boy to understand all that relates to common things—including, of course, the number of nails needed for a horse-shoe, and the number of grains required to plant a hill of corn! Another says, a boy should know what country he lives in? What river is nearest to him, and where it rises and empties? Of what materials his jacket is made? Who was the first president of the United States? And what is the rate of interest in the State in which he lives? Half-a-dozen boys, it is conjectured, taken indiscriminately from the mass, and interrogated in this way, would afford a pretty fair specimen of the state of popular education in any given country town of one or two thousand inhabitants.

All this may be well enough; but, the fact is, teachers, as a general thing, take their tone from committees. These boards of supervision are usually changed, more or less, every year. The teacher tries, as in duty bound, to suit them all. Of course he changes his plan, more or less, every year; and the wonder is, that, after ten years faithful service, he has any plan or mind of his own at all.

This is no fancy sketch. If one board of examiners require rigid adherence to the language of the text-book; while a second insists on ideas; and a third is willing that the pupil's general intelligence shall serve as an offset for the absence of either—if a fourth committee urge the cultivation of the perceptive; and a fifth, the reflective faculties; a sixth, recommend corporal punishment; and a seventh deprecate it, very little real progress will be made, beyond that of travelling in a circle.

The advantage of system is nowhere more apparent than in the education of children. But to reap its greatest benefits, a uniformity of system must be maintained through all the successive stages of our common school course.

These evils have seriously affected the progress of the schools, ever since the commencement of our history as a town. It has been our misfortune rather than our fault.

STONEHAM.

Your Committee believe that the leading thought of every common school report should be to inspire a firmer attachment to our most excellent mode of education. Not that it is now perfect; nor, indeed, have we derived all the blessings which it is designed to bestow; but a true sympathy for the rising race—a just appreciation of our institutions, and the basis on which they are built, will teach us what is to be done from time to time—what changes are required—what efforts and sacrifices are demanded to complete the work of education.

It belongs to the parent, especially, we think, to the affectionate mother, to create within the breast of her son and her daughter the love of knowledge. It cannot be done at once—nor by scolding and whipping: it will require patience and affection on the parents' part—efforts that shall tend to draw out the manly and considerate emotions of the heart. Do not allow the child to feel that he attends school merely to "get out of your way," that you do not know what to do with him! What a sorrowful impression! No wonder then, that he fails to improve—or that he plays truant. He does not feel the *necessity of study*, because *you* do not feel it—or appear to when you converse with him on the subject of attending school. It is a rare thing that a child feels a deeper interest, especially in the early part of childhood, in moral and intellectual subjects, than its parent. The wise man has said, "Train up a child in the way he should go," and another has said, "As the twig is bent, the tree 's inclined." These are old, but they are none the less important statements. They should be faithfully pondered, because they contain a lofty and practical maxim, which cannot be discarded with safety.

We venture the assertion, that with the increase of sympathy and respect among our parents and adults, for our schools and teachers, will be, from year to year, the increase of interest with our children and youth for their studies—and very much in that ratio will be their improvement.

When the wayward son sees that his father is really in earnest in the work of education—that he means what he says, no more need be done

Though we believe an improvement on preceding years has been made the past year, still there is need of greater regularity in this matter. And why are so many scholars permitted to be absent when the school closes? This is a sorrowful fact which every parent and guardian should consider in all its effects on the youth, and the success of the school. Much might be said on this point, showing the bad effects of such neglect, but we wish to keep the subject alive in the thoughts of those on whom the responsibility principally rests.

Father, guardian, friend, if you cannot confer upon your charge but one blessing, let that be the *key* to all wisdom, and the blessing of him that is ready to perish will rest on you.

WOBURN.

"Amidst all the foreign and domestic wars of Ancient Greece," says Professor Hoit, "there was one spot, the central island of the Cyclades, always consecrated to peace. Ionians, Persians, and Athenians, alike leaving behind shield and the recollection of hard fought battle-fields, met together at Delos, and around the same altar, joined in the worship of a common Deity. 'Not unlike these old warriors may we, whatever be our party names, pause for a moment amid the strifes and animosities of our political warfare, and, under the white flag of peace, make our united offering at the shrine of Letters.'"

That this is the wise spirit with which we should act, in all matters connected with the momentous question of the education of the young, no one will pretend to deny. But alas! it is to be feared that the wisdom of the ancient Greeks, in this respect, has died with them, and that we can hardly claim to have kept alive a few sparks of the Greek fire. It would seem as judicious to choose the guardians of our schools for their sectarian or party predilections, as, according to Sir Walter Scott, was the practice of the Scottish legislature, in choosing men of "*no knowledge*" "to constitute the Macer's Court,—a court established "for trying questions of relationship or descent, which often involve the most nice and complicated questions of evidence." In one of our recent teachers' conventions, the character of school committees came up for discussion, and the poor animals were so completely stripped, that, like Plato's man, it was difficult to tell to what species they belonged. That such a process in many instances would produce the same result, there can be but little reason to doubt. Nor can this well be otherwise, while the present principles of selection are allowed to prevail. The men best fitted for this office are seldom or never *party* men. We cannot wonder that the teachers have taken this matter in hand. Indeed it is desirable that they should do so. "If," as Mr. Jackson says,

We have to discover these laws and organize them into action, to become scientific teachers. As a man may have a profound knowledge of surgery, and yet be no operator, from never having taken the knife into his hand ; so one may have developed the laws of teaching so as to state them in "fixed words," and yet be no teacher. One must *essay* to bend the bow of Ulysses in order to *bend* it. This art of teaching, which the great philosopher recognizes as so important and difficult, comes not by intuition, but, as Mr. Emerson says, "requires as really a specific apprenticeship as the art of making saddles or ploughshares, of laying walls, of mixing colors, or of sculpturing marble." This every one recognizes, for in the common language of the community is heard the praise of the "*experienced teacher*,"—which means one who has in some manner tried experiments in teaching—oftentimes more perilous than those the physician is said to try upon his patients—and who has from these experiments, or this experience, fixed upon some settled plan of instruction. It is to obviate the necessity of learning how to teach, by experiments with all sorts of medicines and keen-cutting instruments upon the quick living mind, that Normal schools are established,—as are hospitals and dissecting-rooms, to prevent similar experiments upon the living body. That these schools have been eminently successful, so far as our experience goes, we are glad to be able to testify. That they fail in making good teachers of all who are under their instruction, is of course, to be expected. The wonder is that they fail in so few instances. We have had seven Normal teachers in our schools, during the last year ; these teachers have all been eminently successful. We shall speak of them again, in connection with the schools they have taught. We would recommend to all who intend to make teaching a profession, (and no one else should undertake to teach,) to spend some time at one of the State Normal schools.

One great object of education is to develop the human intellect,— "that thing so noble, that may be so refined in itself, as to approach the purity of the soul, if, indeed, it be not the same." The work of the teacher, then, is for eternity. It is to him we are to look for the "coming man," who "shall assert in all its fulness the dignity of his kind ; who shall raise humanity to the station awarded it by the Psalmist—a little below the angels." In order that the teacher may labor successfully to this end, he must know what are the human faculties, and their natural order of development. He ought to study these faculties in their relation to each other, so that one be not cultivated at the expense of the others ; and also in their relation to the physical system, that they be not cultivated at its expense, and that it be not so pampered as to destroy them.

Another object of education is to store the mind with useful knowl-

been almost the sole instructor, and has trained them to be particularly useful in the garden and kitchen, independent of servants, and cheerful and social in an unusual degree, in the family circle.

"If there is a family exhibiting such propriety, intelligence, and genius, or a father more devoted to the welfare of his children, an interview would compensate for a long journey. Governor Everett, years since, in his message, mentioned the 'Learned Blacksmith Burritt' as an example to the youth of the State: and I am sure the boy and girl in this family, who, when under ten years of age, had conquered three languages, and in addition are exact and generally intelligent, are more worthy of mention and imitation."

We add to this a letter of the reverend gentleman, written in reply to a communication asking further information upon his system.

SENATE CHAMBER, March, 1855.

Dr. PIPER:—

Dear Sir,—In answer to your communication received yesterday, I would say, that as to the corrections in that newspaper article, I do not recollect precisely from what languages the different members of the family read, as they often change, but the daughter, I know, read not from the Latin, but from the German or Hebrew. We sometimes use, at family prayers, the Hebrew, Greek, Latin, German, French, and English.

In answer to your questions:—

1. How much do they learn before six years of age? Reading, writing, spelling: some geography and arithmetic.

2. How many hours of study? From two to six, before six years of age.

3. What physical discipline? All kinds of house work and garden work, for boys and girls alike, together with the use of balls, kites, dolls, jumping, walking, running, cutting and sawing wood, &c., thus filling up the hours not devoted to study or *intellectual* sports.

4. Diet? They use no tea or coffee, very little meat or butter, but mostly a vegetable diet, and milk, eggs, syrup, &c.; still, meat and butter are not prohibited.

5. In summer they generally retire at dark, and remain in bed according to age, from about eight to twelve hours. They generally rise about daylight, unless the days are very short. In winter they sit up later, and read or amuse themselves in the evening.

6. I gradually increase the hours of study from the time they begin study, when they may not study more than two hours per day, though when sixteen they may be engaged in study and recitation eight or nine hours, though not generally so much. I consider six hours of close study enough for children.

7. When they commence Hebrew, I make that the principal study, and they attend to it the whole day. I consider one principal study enough for small children, and two per day enough for older children. With only one or two they become more interested in the study or studies, and have less confusion and distraction of attention. The

children will, however, naturally be making some progress in arithmetic, geography, history, &c., though not by any very definite course of study. They study Hebrew three years: then Greek two years: then Latin two years. They finish one, then take another, but when they take the second, a little daily reading in the first is required, so that it may not be forgotten: and when the third is taken, a little reading weekly in the first and second, for the same purpose. You see I adopt the order of *production* instead of that of *investigation*. I think they would learn faster to reverse the order, and begin with the Latin, but I think the order I adopt will be found the most sure in fixing the languages in the memory. I practice reviewing, to an extent far beyond what is usually done. In beginning the Hebrew, for instance, I have the preceding lessons reviewed, sometimes even to fifty, and so decreasing. I think that generally about three lessons should be reviewed: a good review is as profitable as the first preparation, and perhaps more profitable.

As to any *particular* studies being necessary to make thorough scholars, I do not think they are. A child may be a thorough scholar in one class of studies as well as another. All that is necessary is to excite love for the studies, whatever they may be, and then be sure to know nothing till it is as clear as light in the mind of the child. And to make the child love a study, we must make him, from the first, and step by step, *thoroughly comprehend it*.

My children do not enter college in advance, as I prefer that they should have time to attend to the acquisition of general information. They have more or less attended academies and common and high schools, as I wish them to study with others, and mingle with them in life. They then study the studies attended to in the schools, entering some class or classes, and reciting with the class. Sometimes a child has attended school half a day and studied and recited at home half a day. I have not been uniform in the course of English study, though generally I have taken the studies dependant on the memory first, and those most taxing the reasoning powers later. I want the whole mind and body cultivated and improved, and rather than to pursue one study to a very great extent, I prefer that children, as they advance, should gain a *good* acquaintance with the first principles of *various* studies and sciences, so that they may develop their taste for any particular one: they have such taste, and may pursue such study in after life. My children, therefore, study mineralogy, ornithology, and other branches of natural history, and do it mainly by themselves as a recreation. What is *studied* should be studied *thoroughly*, but I think that men and manners, the state of the world, &c., should be known, and the information may be drawn from interesting books put in their hands, and the periodicals of the day. We sometimes have an exercise in reading poetry, taking such a book as Milton or Shakspeare, and each reading a portion, and being then called upon to answer such questions on the language, figures, allusions, &c., in the portion read, as others may ask. Sometimes also the children amuse themselves with taking a subject, and then each one in order contributing a line of poetry, so as to carry along the subject, and so repeating the process, till a number of verses have been made. Any thing to keep the mind active, happy, and properly improving, is my motto.

I am obliged to you for your article on the use of the Bible in schools.

and think your views correct. I think it generally better for boys and girls to study together, and prefer our State system of schools to private.

Yours, truly,

J. W. WARD.

Physical Education.—This subject, which has been before alluded to, and also touched upon by Mr. Ward, in his letter, is one of vital importance. If, as we are told in the Divine Record, diseases spring not from the ground, but come as the necessary result of our sins, or, in other words, if we cannot violate a single law of our system, without the penalty coming sooner or later, it becomes us to examine into the matter, and, if possible, provide some remedy for the wide spread misery, arising from this source. And here, as elsewhere, we must begin with the young. We learn from another report, that over fifty children, under ten years of age, have left our hearths and homes within the last year. To say that these little ones are given to us but to be called away, is charging God with folly; it is saying that in his noblest work, he fails to realize that perfection we see everywhere else in nature. No, fond mother; many a little nursing dies as surely of cold, from exposed limbs and neck, as would the tropical plant, if exposed to our climate. We talk of hardening children by exposure; who ever succeeded in hardening an orange tree, so as to make it endure our winters? Doubtless much may be done by judicious management, but fashion is a very poor physician and worse mother. But we must leave this subject, interesting as it is, and touch upon a few points only, which come within the scope of this report.

We would say, however, that the judicious teacher will look after the recreations of his pupils. He should see that, at the hours of recreation all studies are laid aside, and that all join in some active exercise; and this should, if possible, be taken in the open air. No young lady should avoid active exercise in some appropriate manner, for fear the ignorant observer should think it "unbecoming for girls to romp so."

Capacity, Temperature, and Ventilation of School-Rooms.—Much ill health is occasioned by crowding children into small apartments. So rapidly do the walls of rooms become contaminated by having many persons a considerable portion of the time within them, that it is said that among the Chinese, gardeners will take them down once in five years, and replace them with new, the old material compensating them for their labor, by its value as a manure. In addition to this, what an atmosphere of poisonous gas must constantly come in contact with the delicate lungs of children, in our small and crowded school-rooms! Many a child loses health and life from this cause alone; and many a

often felt so in the school before ; while a glance at the scholars would show that they, too, were suffering in a similar manner. We ought to say, in passing, that these cases generally occur in those houses where it is impossible to ventilate without a draught of air falling directly upon the scholars ; but we shall allude to this matter again.

Four cubic feet of fresh air per minute, for one person, is the lowest amount allowed by any writer upon the subject. Multiply this by fifty, and this product by sixty, and we get the amount absolutely necessary for respiration in one of our school-rooms, in a single hour, if we would have any health on the part of children, to say nothing of progress in study. We cannot better close this part of our subject, than by giving the following, from the report of the superintendent of public schools in Boston. " Teachers must resort to every means in their power, to change the air in their rooms as often as possible, without exposing their pupils to sudden changes of temperature. Every day, at the close of the morning and evening session, and also at the times of the recess, the rooms should be opened and well ventilated, for the sake of preserving the health of both teachers and scholars. Inattention to this matter during the season for fires, is daily diminishing the comfort, and impairing the health of thousands in our city (town) ; for the bad effects of defective ventilation are by no means confined to school-rooms ; they are felt in many churches, lecture-rooms, and in nearly all places where many people are accustomed to assemble. They are often felt in the private dwelling—in the mansion of the rich, and in the cottage of the poor—everywhere performing the same fatal work, slowly, but surely, ' as the pestilence that walketh in darkness, and wasteth at noon-day.' "

WORCESTER COUNTY.

ATHOL.

It is with much hesitation that we approach the subject of the relations of the committee with the public. Its importance, as well as a sense of justice to the office, demand of us a few words. We wish to be understood in the outset that the suggestions we are about to make, are not prompted by the experience of this year alone, but by the unvarying experience of the committees and this town for several years.

ready to perform, to the best of their abilities, the functions of their office. They have willingly examined the machinery which the liberal policy of the State has brought to bear upon the cause, and reap all the advantages which the extensive experience of men devoted to the subject could afford. Why have not these efforts been followed by some success?

All are liable to err. The committee may have made mistakes. But we believe if there is any one answer to this interrogation, it is the want of a unanimous and cordial co-operation of the people of the whole town, in the efforts of your committee in their labors to promote the success of schools. The very reverse of this is often true. The office whose importance should receive respect, and a warm support, is a thankless one. Those who consent to serve, enter upon their duties with the expectation of receiving more censure than praise. They are even accused of selfish motives, as if the paltry sum allowed by law, of one dollar per day, was an ample compensation for time taken from business, and an antidote for all the censure, of their fellow-citizens. In the performance of those duties which the law requires, and which it is conscientiously believed would promote the good of the schools, opposition is so certain to be developed, and embarrassments extending to relations which have no connection with the cause in which they originate, are so apt to arise, that some of our citizens, the best qualified by position and education for the office, refuse to serve. There is nothing cheering in a prospective view.

The experience of all who serve as committee, illustrates still further this unfortunate state of things. Do we as a painful duty refuse a certificate to some candidate lamentably deficient in all the requisites of a good teacher: the agent who has presented him and a score of friends do far otherwise than to rise up and call us blessed. Do we see a class of scholars in reading, stumbling along through words and sentences they but faintly comprehend, and act as duty and their good require in sending them back, we have affronted friends and parents who deem themselves the only proper persons to regulate such matters, and hence they are dissatisfied. Would the condition of the schools, in our opinion, be benefited by a change of text-books, the old cry that the committee are continually changing the books, is at once raised. No matter how much such a change may be demanded, how great an improvement on the old books the new ones may be, there is a strong probability that the committee will be censured. If, instead of fifteen or twenty different kinds of writing-books, it is thought proper that one or two should be prescribed, if instead of one copy-book one term, and a different system each succeeding term, it is thought best that a uniform plan should be adopted, and an attempt made to acquire a permanent style of hand-writing, it is a dictatorial exercise of power, an extension of

authority inconsistent with the right of private judgment in the matter. We have recommended to parents the necessity of frequent visits to the schools, and pointed out the advantages which would thus arise from an acquaintance with the teacher, his method of instruction and discipline, but still find in many districts those visits few and far between. We have again and again called attention to the serious loss of time, and the great interruption resulting from want of regularity of attendance, and the numerous causes of tardiness, but our disfigured registers show that these are still crying evils. Under such circumstances it cannot excite surprise if we have not realized to their fullest extent the benefit of the liberal means which have been used to promote education. Indeed we might wonder that so much good had been accomplished. But is there not a great inconsistency in contributing freely all pecuniary means, constructing large and expensive school-houses, engaging the services of the best teachers, and then opposing any arrangement which may be deemed proper to give such measures their greatest efficacy? Does not the imputation that the office is a useless one, and of course the services of those who fill such an office are entirely worthless, come with a bad grace from those who embrace every opportunity to make this opposition?

We do not make these remarks in a spirit of recrimination: we feel that, aside from temporary annoyance, we have personally suffered no harm. We allude to them only on account of the pernicious influence we have seen them exercise in our schools. The reflection that nearly all this opposition which is brought against the proper discharge of the functions of school committees, is the result of ignorance, prejudice, or party spirit, is any thing but satisfactory.

We say then let your committee be men in whose wisdom, benevolence and judgment, you have the most unlimited confidence. Men who are willing to perform their duties without regard to consequences. Let them have your cordial sympathy and support. Divest yourselves of prejudices arising from personal feeling and party spirit, and afford to all connected with our schools, that encouragement which unanimity and a fair appreciation of services can alone give. Do this, and all the complaints against committees, diverse as the hues of the rainbow, will vanish like dew before the morning sun.

BARRE.

The most important thing we would suggest is, that the town take all the schools under their own control. The old district system, with its prudential committees, etc., has had its day, and done its work,—but, like the machinery formerly used in our manufactories, it is now far behind the improvements of the age, and ought to be given up.

Many of our schools, according to the existing arrangement, are very small, and must continue to be so; several of them have an average attendance of not more than twelve or thirteen, and one has only ten scholars named on the register,—average attendance only eight. It is very difficult for a teacher to keep up a healthy excitement in such a school; they are, without an exception, the most backward schools, and our conviction is, that the public money, in such cases, is little better than wasted. Those best qualified to judge in the business of teaching have said, that a teacher may advantageously instruct forty pupils. A school then that has twenty scholars, costs twice as much as it ought, and when it has but ten, as is the case in some of our schools, its expense is four times as much as it should be.

BLACKSTONE.

We now bring this report to a close by offering two or three suggestions, as the result of our observations during the year:—

1. It may be said of the schools generally, that a more *rigid discipline* is highly desirable. A school of a high order is quite out of the question, except as there is a manifest sense of the teacher's supremacy in the school-room. It is a fact, the world over, that scholars, at the average age of those in our public schools, will trifle with their advantages, and take liberties with the constituted school authority, so far as they can do it with impunity. And so far as these juvenile propensities are indulged, so far there is cultivated in the minds of children a contempt of authority, and of school advantages. The consequence is, besides their own loss of the best opportunities for improvement they will ever have, they come to mature years entirely unprepared for the responsible duties of citizens and freemen; thus sowing, in the school-room, the seeds of a public calamity. The supremacy of law is to be taught in the school-room. This lesson, well learned, will prepare the way for a high degree of improvement in all other respects. Without this, the school is worse than useless. The teacher's general character, and his fidelity in school, should be such as to inspire his pupils and the public with the profoundest respect for him, and then there should not be admitted the possibility of such a thing as a justifiable deviation from his requirements. The moment it is admitted, except in a case of flagrant wrong on his own part, or the moment any external interference becomes influential in the school, that moment the school had better be closed. A loose discipline sometimes prevails because parents and patrons withhold from the teacher their cordial support, or openly oppose him in the proper exercise of his authority, particularly if he has to use severe measures. The teacher, for want of sufficient moral courage, too often

the superior excellence of the larger school. When a single scholar forms a class by himself, he cannot well be quickened to that intensity of effort which is secured with the utmost ease by having his mind brought into contact with those of a numerous class. He falls into careless habits of study, which eventually produce a disrelish for books, that cannot easily be cured. Besides, in a very small school, the best methods of instruction cannot well be employed. In such a school, the scholars range through as wide extremes of age, and differences of attainment, as are found in the largest schools. The teacher, therefore, has almost as many classes as individuals, and can give but very little time to each. Your Committee have felt very deeply the serious nature of these evils, and cannot but express the belief that the money spent for schools in these small districts might be spent at a much better advantage.

DANA.

Before closing this report, we would invite your candid attention for a few moments to one or two considerations. The custom in this town has been for the prudential committees of the several districts to engage or contract for the teachers of their several schools.

To this custom there exist practically many valid objections: and 1st, it is considered almost universally by members of districts as a burden to which they must submit when it is their turn, get along with as easily as possible, for one year, and then inflict upon some one else. The result of this feeling, and of this system of rotation in office is, that the responsibility of hiring teachers is a great part of the time in the hands of those entirely unacquainted with the business, and who pay no attention to the requisite qualifications of the teachers, if the price be right, and our schools are in too many instances struck off, as are the town's poor, to the lowest bidder.

2d. The system of rotation in office of prudential committees brings with it a continual change of teachers. Each new committee will have some friend or relation to whom they will give the preference, regardless of qualifications, as they may have some trivial personal objection to the old teacher, and an entire stranger, is each year or term sent into school. Any one, who will reflect a moment, will see the objections to this course. A stranger must acquaint himself with the disposition of the school, and the peculiarities of many of the scholars, and arrange them into classes suitably. Much time is thus wasted, which might be saved to the districts, if the practice more generally prevailed of hiring the successful teachers for a succession of terms.

The advantages to be derived from allowing the power of hiring teachers to remain in the hands of the town committee, are:—1st. They would

Hiring Teachers.—In regard to the best mode of hiring teachers, we would say, if the town could feel satisfied to give it up into the hands of the superintending committee, we think this would be much the best course. They certainly ought to know who the best teachers are, and what teachers are adapted to particular schools.

GRAFTON.

It would be no small task to point out all the sources of failure or success in the different schools. But you will allow us to make a few suggestions on this subject.

1. The change of teachers every term, or indeed every year, is a great detriment to the success of a school. A poor teacher will do more injury to a school in a single term than a good one can do good. And a good teacher cannot enter a school, and in a single term, learn the wants, capacities, and attainments of the pupils so as to be able to render the school those valuable services that the same teacher would render after becoming acquainted with the condition of the scholars. This evil will not, in the nature of things, be cured while we administer the affairs of the several schools under the school district system, and while the teachers are employed by the prudential committee. We think that changes would be seldom made in teachers, except from necessity, or where the teacher employed is not suited to her place if the schools were under the immediate direction of the town. There have been enough first rate teachers engaged in the schools of Grafton, within the last two years, to supply every district. These have not been all employed at the same time. But they have been known to the general school committee. And had they the control of the matter they would before this, we think, have secured a sufficient number of this class of teachers to supply each of the districts. As it is, changes are made for other causes than the wants of the school.

2. The interference of parents is sometimes interposed between the teacher and the pupil to the injury of the school, and the great increase of the cares and labors of the teacher. It is true that it seldom happens that the parent enters the school-room and actually interferes with the discipline of the school. But it is not uncommon to hear remarks of the parent in the presence of the child and pupil: "That the teacher is too severe, too strict, punishes too trifling faults." This is oftener unjust than otherwise; and as often destructive to the influence of the teacher. This is often said under a misapprehension of the facts in some particular instance of discipline, rather than from any real desire to interfere with a thorough school government. Sometimes it is said from the want of a proper understanding of the true system for a perfect school government.

They misapprehend the facts because they decide too hastily, without a proper hearing of the subject matter. They decide and act on the statement of the child without further inquiry. The child is by no means an indifferent witness. He is interested. And though he may be inclined to tell a positive and plain untruth, yet he would so modify the statement of the offence committed by him, and give that coloring to the facts received, as really to make the punishment appear too severe for the offence. This may be done often by a very slight modification of the circumstances on the one side and the other. Thereby the child believes his child wronged. Whereas if the parent would wait for his opinion until the teacher is consulted, and the whole truth is known, the teacher would be sustained rather than a disobedient, or refractory child.

Again we must remember that to sustain good order in a school, *trifling faults must be checked*. If this be done there will be no occasion to inflict the severer punishments required by the more aggravated offences. To maintain good order in school, disorder must be kept at the threshold.

3. The school-house may have an effect on the character of the school. The school-room should be pleasant and attractive. The seats should be arranged and constructed for the convenience and comfort of the pupils. The house should be properly ventilated and warmed, and the room should not be such as to injure the eye of the pupil by a diligent application. Other things being equal, a school in a room will be more prosperous than a school in a room wanting of these requisites.

4. Another source of this diversity of character and influence among several schools, is from the different degrees of interest taken in the people of the respective districts.

In some of the districts the people manifest an interest in the school, often encouraging the teacher and the pupils by their presence in the school. In others this seldom occurs. In the latter the teacher toils from commencement to the end of the term, hardly knowing whether any one besides herself that is interested in the welfare of the school. The pupils know that so far as their deportment and progress is concerned, they pass on unobserved. If they do well the parent does not observe it, and if they do ill it is the same. They think it is safe to complain to the parent of the teacher falsely, because the parent will never take the trouble to see the teacher, or to inquire for the result. The result is that they find fault with the teacher, and matters go on continually. The influence of such parents is almost sure to be on the wrong side. It is seldom that it is thus with those who are in the habit of occasionally visiting the school.

HARDWICK.

Your Committee would again remind you, gentlemen, that a very happy influence would be exerted upon our schools, were they frequently visited by the parents and guardians of the pupils. Did they look into their condition personally, as closely as they do into that of their farms, it would be a powerful stimulus to both teachers and scholars. Parents would have a better knowledge of the school, feel a deeper interest in it, and aid more efficiently the teacher. It would increase the interest of the pupils in their studies, inspire them with greater confidence in recitation at the public examinations, and lead them to feel more deeply the importance of a preparation to recite their lessons with readiness. Were your herds and flocks under the care of some individual in town, or at a distant pasture, would you not feel that interest in them, that would lead you frequently to look after them in person? Would you not be anxious to know whether they received proper attention, or were in a thriving condition? Had you a field of grain, even, or a portion of meadow land of considerable value in your estimation, would you not feel that interest in it that would lead you occasionally to take a general survey of it? What intense interest, then, should be felt in the intellectual and moral culture of the young? Is not the training of the immortal mind of your child, of the very highest importance? Your frequent personal presence in the school-room, would greatly aid the teacher, and benefit the scholar. We would also state, that it is our humble opinion, that the prosperity of the schools would be promoted, by lodging the power of contracting with teachers in the hands of the town committee. Does not their very position give them a decided advantage, in becoming acquainted with the character and necessities of the schools,—and in judging of the adaptation of teachers to them? Have they not a better opportunity to make a good selection of teachers? Would not the same teacher, if successful, be more likely to be retained in the school, a succession of terms? Is not the frequent change of teachers injurious to the interests of any school? The same teacher is certainly better acquainted with the character and condition of the school, the attainments and dispositions of the different scholars, and the manner in which they should be classed, than any stranger can be. Will it not take time to acquire this knowledge? Will not this for a time be a hinderance to the successful operation of the school in the hands of a stranger? Will not the man who has labored for you a season, and understands your business, be more profitable than a stranger, all other things being equal? Would not the town committee be more likely to retain good teachers, than districts whose prudential committees change every year? When teachers are responsible only to the town committee, a personal dislike to a teacher from an individual in the district, or

contented with the low attainments of others or perhaps with barely escaping the censure of his teacher, thus oftentimes laying the foundation of an inefficient and useless life ;—upon the school, interrupting its routine, requiring extra time and labor on the part of the teacher, and producing derangement and confusion in recitations peculiarly trying. To remove this great evil is chiefly the work of parents, a work of vital importance, calling for their careful consideration.

Your Committee, impressed with the importance of having teachers not only qualified as scholars, but well versed in the “art of teaching” and with capacities to govern, would renew the recommendation made by your committee last year, and oftentimes previously, that the whole matter of election of teachers be left where the law leaves it, and not taken from the hands of the school committee.

HUBBARDSTON.

The Committee would now address ourselves to the “suggestions” ; and we beg a liberal indulgence in the performance of this duty. Some of them may seem to be trivial or impertinent. But we shall say nothing that we do not deem “necessary or proper,” or that does not have an application, though this may not always be understood, except by those who may have called forth the remarks, and for whose good with others they are intended.

We would suggest in the first place, the importance of a conscientious and faithful performance of duty on the part of the teachers. After all that others may do for the schools, if the teachers are delinquent, if they are recreant to the high trust committed to them, the whole system of education is embarrassed, and either wholly or in part is frustrated in its operations.

We are acquainted with the pressure of responsibility that rests upon some teachers ; we consider the labors and the difficulties of their office ; we know of their anxiety to do well, to secure the approval of their employers, and to promote the improvement of the scholars ; and that they deserve the succor and sympathy which their situation, often amid trials and strangers, requires. And we would do any thing to cheer and encourage them.

But when the teachers feel that they have an unwelcome task to perform, and that its anxieties and toils are to be confined within the six hours of the school-room, and to a certain mechanical round of performances to be gone through with ; when on other hours they exhaust their strength and vitality in domestic employments, or in those of a private or personal character, or task themselves for some future exigency, and

see no other course to take in the circumstances but to approve, and she proves to be an inefficient or worthless teacher, it is comforting to reflect that all the blame is on the school committee, who might so easily have shut the school-room door against her.

The time of commencing the schools has much connection with their usefulness, and this matter is at the disposal of the prudential committee. The usual time is the best time, so experience and observation have determined, and it is with great caution that indulgence should be given to teachers to vary from it, where the greater interests of the schools are in danger of being sacrificed. But when the committee deliberately postpones or anticipates the commencement of the school from its best time, for the sake of turning the larger scholars to good account in the spring or fall work ; or where he breaks in, like a Vandal, upon the successful progress of a school and suspends it, that the larger scholars may go into the haying, and leaves the mere fraction of a term, to drag out an unprofitable existence ; we would ask if he honors his office, or has any adequate idea of the superlative importance of education, or even of a single term of schooling. There are also many little services which he may perform for the school-house, for the school, and for the teacher, which will cost but little time and but little labor, but the aggregate of which may make all the difference between a good and bad school.

In questions of importance, also, such as selecting teachers, it is not out of place to consult the school committee, who are in fact the colleagues of the prudential committee. We do not make this suggestion to extol ourselves or our successors in office ; for, if heeded, it would enhance our responsibility ; but, one word spoken to the school committee during the past year by a prudential committee, had in one case, we hesitate not to say, all the effect of giving to his district a most excellent school in place of one that would be almost good for nothing.

LANCASTER.

And now, having completed this detail, necessarily more brief than it might be made, it will be proper to dwell for a moment upon one or two of the inferences and suggestions to which it most naturally and forcibly gives rise.

However it may appear at first thought, we are inclined to believe, comparing it with the observations made and recorded by your Committee in previous years, that it shows an attainment of the usual average of talent and qualification in the instruction, and of about the usual amount profitably accomplished in study. There has been no entire failure, and, in the majority of instances, good and substantial success.

schools,—discipline. We are sorry that, from year to year, we are obliged to demand more serious attention to this. But that reiterated statements fail to effect the desired reform is no reason why we should not continue, however unpleasant it may be, to make them.

To show that there has not been very rapid progress in the right direction, and to free ourselves from any suspicion of personal feeling in this matter, as well as on account of their appropriateness and the decided approval with which they were received by the town at the time, we shall here quote some observations of a committee in your service so long ago as the year 1845. Alluding to the same thing, they say: "For some reason this has been gradually relaxing and growing feeble, until the evil has become altogether too great to be endured. A strong and manly school government, whose laws are enforced without fear or favor, is becoming quite too rare, amidst feebleness, timidity and disorder. This may be owing sometimes to a radical want of intellectual and moral energy in the teacher; it may be owing to false notions and mawkish sentiment which have crept over the public mind, infecting both teachers and parents, creating in some districts a state of opinion which the teacher dare not encounter by the strong enforcement of his rightful authority. Whatever the cause may be, we think that parents are everywhere called upon not only to concede to the teacher as a right, but to demand of him as a duty, to enforce strict and righteous rules of discipline: feeling that the punishment of their own children, if it be inflicted in wisdom and in kindness, is less disgraceful to all concerned than disobedience and disorder. We like to see the teacher govern by the power of persuasion alone if he can do it, and to charm the spirit of misrule and stubbornness into submission through the power of kindness. Perhaps there are those who can always do this, without resorting to punishments; but that such teachers as we can command will or can do it uniformly in the present state of society, we know to be a delusion and a dream.

"We do not think the practice of consulting the mere tastes and feelings of the children in reference to their teacher has a favorable influence in sustaining his authority. If the child is questioned as to his likes and his dislikes, till he finds them of vast consequence in fixing the character and standing of the master, we render the foundations on which his government rests as unstable as a child's whims and caprices. We send our children to school not merely to be pleased, but to learn; and not only to learn books, but to learn respectful and deferential manners. It is important, we know, that the teacher have the affections of his pupils, but we are not prepared for a democracy quite so radical as fixing the reputation of our teachers by putting it to vote among the children.

The first is, how long can they study with advantage to themselves?

The second is, should they be kept in school any longer than the time needed for study and recitation?

It is not very difficult, we conceive, to answer the first question. We can come somewhere near the truth at least. According to the present plan of conducting our schools, the youngest children, as well as the oldest, are kept within the walls of the school-room from six to eight hours. The child who has but just put his foot on the threshold of the temple of knowledge, and can lisped but letters or monosyllables, is as long in school as the boy or girl of sixteen summers, whose more matured and strengthened mind can find diversity and occupation for thought in mathematics, geography, grammar, history and science. But is this right? Is it as it should be? Does it seem natural? Can such children, indeed, as those we are speaking of, study six or eight hours a day? The question is too foolish to need any answer. We might as well ask whether such children were men and women. For six or eight hours study, day after day, is sufficient and too much for the health and strength of some of the strongest minds.

How long then should children study in one day? Not more, certainly, than three or four hours. This is a large allowance—if any thing, it is too much. It is but a short time that a child can concentrate his thoughts on any subject. Make the subject as interesting as possible, yet you cannot rivet the attention of the child beyond a certain length of time. Every legitimate means, we grant, should be resorted to for this purpose. Both the eye and the ear should be appealed to.

Curiosity must be awakened, and the acquisition of knowledge, though not made easy, which is impossible, must be made attractive. But after all has been done that can be, to engage the thoughts of children, they cannot concentrate them with advantage to themselves beyond certain limits. The truth of this, all will admit. The question then is, can they study more than three or four hours a day? We believe not. But if they *could*, we should say, most decidedly, that they ought not; that it would be too great a tax upon their youthful minds; that it would be injurious to their health, and would, ultimately, be productive of mental imbecility, instead of vigor.

They are kept in school twice this length of time. But we may safely appeal to every teacher whether it is found possible to make them give undivided attention to their lessons. "Look at your book," "look at your book," "get your lessons," they may and do reiterate from morning to night. And the poor little prisoners obey the order of the teacher. They look at their book, but they see it not. They mutter over their lessons, but they know not what they are saying. Their thoughts are elsewhere. Their attention flags. They are like audiences under sermons

only to make that school, to one-half of the children, at least, a bore and a bugbear. They feel that it is but little better than a prison, for the time. There is no occupation for the hands or the head or the feet. They sit or writhe with the pain of inactivity, as if bearing a severe penalty for being children, instead of being men and women. And what is the result? What might naturally be expected. All their associations with the acquisition of knowledge become unpleasant to them. They are repelled by the tediousness of the process at the very threshold of progress. The difficulties of education are magnified in their estimation, and they are often discouraged without any real cause for discouragement. This must be regarded as a serious evil. An evil which ought to be remedied, if possible. For many, we believe, form an early distaste for school, which they never lose, and which influences their character and habits in after years, not, however, because they were discouraged with themselves, but because what might have been made pleasant and attractive, was rendered oppressive and tedious. They wished to be doing. There was a natural buoyancy and restless activity about their minds. But hour after hour, during dull mornings, and more wearisome afternoons, they were kept under a most unnatural restraint. They could not use their minds, and the discipline of the school prevented the use of their limbs, and repressed every energy, till inactivity became pain, and confinement in school perfectly hateful. Should not this, if possible, be prevented.

But another reason why the present plan should be altered is this, that the time in this tedious inactivity and oppressive confinement, may be devoted to healthful amusements in the open air, or to profitable employment at home or elsewhere. While we are to estimate the culture of the intellect as superior to mere physical development, and are to use the most efficient means possible to secure a thorough and healthy education of the mind, yet it must never be forgotten that to preserve vigorous minds, we must have healthy and vigorous bodies; and it must be seen also that without injury to the mind, education cannot be hurried; that it cannot be condensed into a small space of time, into a few months in a year, while the rest of the time is spent in mere idleness and utter neglect of the mind. Each day and week of the year should bring to the child a proper amount of mental culture. The mind should indeed be supplied with nutriment with the same regularity as the body. But neither the stomach nor the head should be gorged. There should be used no artificial stimulants to force activity, and nothing should render the food for the mouth or the intellect nauseating. If the children were sent to school then, three hours a day, instead of six or eight, as at present, and the school terms were doubled or were lengthened from five or six to ten or twelve months, it would be infinitely better, we are per-

suaded, for the children. It would make school to them more profitable. It would give them all the time which they are able to use profitably. It would remedy the tediousness of the present useless, as well as the confinement, and it would afford that time which wise parents have always desired to be devoted, in part, not only to amusement, but to labor, and to the formation of valuable habits of industry.

We offer these suggestions merely for your consideration. Any plan can be proposed which could be applied to every school. I believe the simple method could be adopted, viz. : Divide the school into two parts, and let each be called in an hour and a half in the morning, and the same length of time in the afternoon. This plan has been used only in schools of smaller children. Five or six hours of study would be none too long for many of the pupils in our schools. But it is absolutely impossible to make many of them study more than three hours a day. For what purpose then should they be confined there? They cannot be made to love the school by such a course. They are only taught to hate it. It may be a great relief to their parents, who are already perhaps overburdened with numerous cares, and who have younger children that demand their attention. And to such we would say, let every relief be taken that can. But let not their children be confined in school for no purpose. Connected with every school there should be a playground, shade trees for summer, and closed sheds for winter, so that parents cannot find their children some useful employment, and can spend the time they are unable to devote to study to their amusements.

NORTHBORO'.

As the choice of teachers, is, by vote of the town, in the hands of another body, they are not, it is true, responsible for the character of their teachers; but it must be evident, on the consideration, that this division of labor, however desirable in the accounts, subjects the board to no inconsiderable inconvenience and embarrassment. We do not complain of the prudential committee between whom and the superintending committee there has been no understanding and a mutual desire to help one another; but in some cases, we have not known who were selected for teachers till the time fixed for the commencement of the schools; so that in some cases the candidates failed to satisfy us in regard to qualifications. We were under strong temptation to allow incompetent persons to take charge of our schools.

Again, we have been much vexed, and unspeakably ashamed

count of serious difficulties that have arisen between the teachers and pupils, in several districts, during the past winter. But, as we shall refer to this subject again, we forbear to say any thing more on this topic at present.

Another source of discomfort to the Committee has been the imperfect classification of the schools. Attempts have been often made in former years, and with but little success, to remedy this evil. The evil still remains in all its magnitude, and our schools suffer much on this account. The *reading classes* are composed of pupils who differ greatly in their qualifications. There is too much haste on the part of the younger pupils to rise to the higher grades; and, in the room of waiting—as is proper—till they are invited to go up higher,—they take the liberty, at the beginning of the term, especially when the teacher is a stranger, to classify themselves. The same liberty is claimed, and too often allowed, in the choice of studies. Some wish to confine themselves, exclusively, to one or two favorite branches, and are reluctant to give any part of their time to such studies as the Committee direct, or the teacher recommends. Hence, we find in some schools a very small class in geography, grammar or history, while arithmetic engrosses the whole attention of many of the older pupils. We would not speak disparagingly of the science of numbers; but we do think that, for many years, its claims have been urged to an unreasonable extent, while other important studies have been neglected, or thrust into the background. We do not believe that the great business of education is to make ready reckoners, or good mathematicians. While we wish our children to be taught the principles of mathematical science, it is quite as important, we think, that they should know something of the world which they live in, and of the objects which present themselves to view in their daily paths; that they should thoroughly understand the principles of grammar, and should know how to use with propriety their native tongue; that they should be able to read not only fluently but understandingly, with proper emphasis and tone, the best authors in poetry or prose. And it would be difficult to give a good reason why they should not learn something of *themselves*—of the structure of the human frame,—of the laws of physical health,—and something too of their intellectual and moral powers, and of their several uses. These, and kindred subjects, might, under a better system, occupy a portion of the time of our children in the public schools, with great advantage, and without neglecting any of the branches now taught. The whole subject of classification and studies should be practically, as it is by the law of the Commonwealth, left in the hands of the Committee, whose province it is to decide what classes there shall be, and what shall be the studies of each class.

Enough has been said, on former occasions, of the advantage of *gradation of schools*. Our opinions on this subject are unchangeable and we take leave to refer to former reports, in which the subject was treated somewhat at large. We would only remark here, that, unless something better can be effected, some of the advantages of an improved system may be secured by using the recitation-rooms, with which most of our school-houses are furnished, for the instruction of the younger classes, by an assistant teacher. This has been done to some extent during the past winter, and we believe, with good success. While on this point, we wish to say a word in reference to this use of the apartment connected with the main room of our school-houses. For several years past this apartment has been thrown open for the promiscuous use of all the classes, of both sexes, during the recesses; and as might have been expected, has been kept in a state of much disorder and uncleanness. We think that this practice should be discontinued, and that the teachers should be instructed hereafter to see that it is used exclusively for the purposes for which it was intended,—and that parents and others who send children to school should frown upon any attempt to appropriate it to any other uses. It should be understood that the school-house, with all its appurtenances, is to be under the care and control of the teacher during the school-term, subject only to such instructions as he may receive from the superintending committee. The teacher, for the time being, is the governor of the school, whose authority should be sustained by all good citizens.

NORTHBRIDGE.

We shall not enter into a detailed account of the evils resulting from the present system of two committees being employed to hire and discharge a teacher. It was clearly and ably set before you by the committee of last year.

We need teachers who can teach principles, and assist the scholars to apply them for himself. How often do we see scholars, year after year, go round the same circle of the first rules in arithmetic, the elements of geography and English grammar—only renewing in their memory what they had forgotten, and forgetting so much by the time they had gone the rounds, that it was necessary to begin again; when if they had understood the principles, they would have readily applied them not only to the questions before them, but to a thousand others that might arise.

In regard to attendance and punctuality, the assistance of the parents is indispensable. The highest average attendance in any of the schools is 90 per cent., while in some it is as low as 35 per cent. This ev

might be quite, if not wholly eradicated by their efforts. A proper interest and fair improvement cannot be expected of those who are frequently allowed to absent themselves from school. Tardiness in reaching school, and requests from parents to be dismissed before the usual time, are sources of great annoyance to the teacher, injurious to the scholar, and a hinderance to the school.

Another branch of education, that deserves our attention, is manners. The law requires that every teacher shall be competent to teach good behavior. We have been told that in former times, special attention was given to this subject; pupils were taught and required to be respectful to their teachers and parents, polite to strangers, and kind to each other. With an occasional exception, we observe that Young America is no respecter of persons. His wishes must be gratified and wants supplied at all times and on all occasions.

"Manners," says Mr. Mann, "easily and rapidly mature into morals." As childhood advances to manhood, the transition from bad manners to bad morals is almost imperceptible. The moral condition of our youth throughout the town and nation, demands the attention of every parent and citizen as well as all those who preside over the instruction of youth. Of what avail is the liberality of our citizens in sustaining schools, providing competent instructors, simply to cultivate the intellect, while the moral part of our nature is suffered to go uneducated, and the child permitted to enter the arena of life armed with power to do evil, and unrestrained by those high moral motives so necessary to his welfare.

PRINCETON.

Your chairman would respectfully suggest that the duty of employing teachers should be transferred from the prudential committee of each district to the school committee of the town. The laws of Massachusetts formerly have made it optional with the several towns whether this responsibility should be vested in the school committee or to district agents. A bill vesting it in the former has been introduced into the legislature during the present session; but the measure has been defeated, and it is again left to the towns individually to say whether it shall be left to the school committee or to district agents. The arguments in favor of the measure proposed are so familiar that a repetition of them seems to be unnecessary. While the custom prevails of making the choice of district agents a matter of rotation mostly, it cannot be expected that every individual upon whom this duty may fall, will be the best person to perform it. The school committee are generally acquainted with the wants of each school, and better acquainted with

These numbers need but be announced, to convince those who understand the prerequisites of a good school, that the majority of ours are deficient in numbers at least.

But small as our schools are, they are so constituted as to suffer from other embarrassments, not only great in themselves, but tending to augment the evils of small schools.

They are short, as well as small; number seven had 23 weeks during the last year; one and three, 22; eleven, 21; nine, 20; four and eight, 19; six, 18; two, five and ten, 16; twelve, 14.

Again, the pupils leave the public schools at an early age. The registers for the last year contained the names of seventy-eight scholars over 15. Of these twenty are found in the register of number ten, second department, winter term. Forty-nine were over 16 years of age; twenty-four over 17; eleven over 18 years of age. The great majority of our youth quit the public schools altogether by the time they have reached the age of 15 or 16. Some of them enjoy other advantages, either in town or out; but large numbers have no other tuition than such as they derive from the town schools.

Still again, not only are the most of our schools small, short, and the time of attendance, on the part of the pupils, thus circumscribed; but they are so constituted, and the range of studies is so wide, as to require a very large number of classes and recitations. There are few schools in town, that do not have more classes than scholars. As near as we can now ascertain, the average recitations, per day, during the last winter, has been between 25 and 30. Several schools, numbering only about twenty scholars, had over 30 recitations. We will call the average 25,—which, however, is too small. This gives fourteen and two-fifths minutes for each recitation, allowing for no recess, and no interruptions whatever, during the six school hours of the day.

Now, notice some of the necessary results. The classes, for the most part, must be too small,—most of the pupils must have too many studies,—some of them will engross more than their proportion of the teacher's time,—and no teacher can possibly do justice to himself or his school in these circumstances. He must neglect some of the classes and pupils, every day; or if he attempts to go through the whole business of the school, it must be in a very superficial and unsatisfactory manner. There is no time for the needful drill of each class, or for such illustrations, as might give life and interest to the study in hand, prompt to reflection and inquiry, and give to the successive lessons a place in the understanding, and a hold upon the memory. Then again, it is impossible for the superintending committee to examine the schools from time to time, as the law directs, critically and satisfactorily, without expending

HAMPSHIRE COUNTY.

AMHERST.

If our public schools are not what we could wish them to be ; if, under the present organization, they fail to accomplish as much as our citizens have reason to expect, it may not be amiss to consider some of the causes of this disappointment. Among others we may suggest the following :—

1. Want of *well qualified* teachers. In order to good success the teacher must have, in addition to high attainments, known ability to govern as well as instruct, tact in management, and judgment in directing and controlling, energy and efficiency, so as to make his influence felt throughout the whole school. In order to obtain such teachers, the committees should, if necessary, be at some trouble, should go to other towns, and, if possible, secure those who have been tried and found to be competent ; should go to the seminary or school where they were educated, and ascertain, so far as practicable, the reputation, the general character, as well as the scholarship of the applicant.

2. Another cause of failure is the frequent *change of teachers*. We have, under the present organization, sixteen different schools, and we had, during the last school year, twenty-seven different teachers. No method, no uniform system of education can be carried out, where the change is so frequent, however well qualified the teachers may be. There is necessarily great loss of time and labor. No teacher can intelligently and judiciously arrange classes, direct to suitable studies, and assign lessons, till he becomes in some measure acquainted with the capacity and degree of advancement of his pupils. In many of our schools nearly half the term is lost to teacher and pupils in becoming acquainted with each other.

3. Another cause of disappointment may be want of attention to the proper time and order of taking up the different branches of study, thereby greatly embarrassing the teacher by unnecessarily increasing the number of classes. A class of ten or twelve, read and spell together, then take their seats to learn their lessons. Two or three study primary geography, two or three the larger, some study physiology, some history, and others grammar, some mental arithmetic, others written, so that the reading class has been divided into from three to five or six, thus producing hurry, confusion, disorder, causing discontented pupils, fault-

number of scholars, in each school, increased. This would be attended with an increase of travel, but this inconvenience ought to be submitted to for the general good. As at present constituted, some of our districts are so limited in numbers that provision might be made to carry all the pupils in them to another school, at much less expense than to maintain one expressly on their account. In some instances a union of districts might be effected without serious inconvenience.

GRANBY.

How is it, briefly, with the proposed alteration? The complexity of the existing arrangement would be avoided; instead of it, we should have a simplified and easily managed system, with no danger of unpleasant attrition between its different organs. Let a neat and suitable building be erected in the most central point of the town; abolish the districts, those prolific breeders of difficulties and discord; let the scholars *all* come under the same instruction,—grow up together as citizens of the same town, not as members of certain districts; let the parents—and this would be an inevitable result—feel and manifest an interest in the school in which all are enjoying equal advantages; and we ask, if greater harmony would not exist in the schools and in the town? The comparative utility of the change cannot but be evident to every reflecting mind. With three, or perhaps four skilful and experienced teachers, adapted to the different grades of the school, more, vastly more, could be accomplished, than is now done with nine or ten, including the high school.

GREENWICH.

We have often regarded it as an unfortunate circumstance and a serious evil—though in a sparse population like this, difficult, perhaps, to remedy—that we have so many small schools. In the town there are seven complete districts. In five of the seven schools there are in summer, on an average, not more than from twelve to fifteen scholars, and a little more than that in the winter; a number sufficient to make up two schools of respectable size, each of which, under a competent and faithful teacher, might afford better facilities to the pupil than even now enjoyed; for it is admitted generally by those most familiar with the matter, that a school made up of thirty or thirty-five scholars, has decided advantages over one made up of half that number. Suppose then it were possible that the share of the six hundred dollars raised to support the schools of the town, which is divided among these five small districts, could be appropriated to support two schools of thirty-five scholars each, what an economical and profitable expenditure of money it would be;

and schools too, of what character for excellence might we not have? A school of twelve or fifteen scholars wants a good teacher equally as one of thirty or thirty-five. You would not wish to introduce a poor teacher into your family to instruct no more than two or three of your children. Instead then of having five schools, each of which has not pupils enough to awaken any proper degree of enthusiasm, have three schools of six months each, three in summer and three in winter, equalling thirty months, you would have funds, the present grad of teachers remaining the same, for two far better schools of fifteen months each. I say you would have funds for it; or you might have ten schools still smaller in number, of ten months each. There would be no pinch of ability in raising them to just the standard you might please. If there were no serious difficulty in the very form of our present district system of having such an object effected, what an apparently needless waste of money might then be arrested! Moreover, in two of these districts, the schools are quite large; in one of them quite too large, especially in winter, for one teacher with profit to take care of. Where a school exceeds thirty-five scholars, it is to a disadvantage, as generally most certainly, as when it falls short. In the school to which I refer, district number two, numbering about fifty scholars in winter, one teacher, skilled as he may be, can do justice to them all. When it needs dividing, or grading: all under a certain age placed by themselves under another teacher. This is felt in the district. As much as the school was thought of the past winter, and doing as much as the teacher did to all, the desirableness of grading the school was manifest. But there is a serious difficulty at present. If, in the existing scheme of dividing the school money, the largest of these schools is reduced to seven or eight weeks of time in winter and the next largest to ten weeks, it would of course make them shorter still, if either of them were graded.

HADLEY.

These facts being admitted, it becomes an important question, whether the desired object is to be accomplished? To a great extent, the answer is self-evident, although perhaps not wholly so. The importance of obtaining the services of *good teachers*, has often been presented on similar occasions with this. We believe that good has resulted from the remarks made. It seems evident to us that there is a higher standard of scholarship, and a more perfect fitness for their work, among teachers, than was formerly the case. The Normal Schools, Teacher's Institutes, and the demands of the public, have been the principal agencies in accomplishing this result. Through the training and the hints which they have themselves received, teachers are beginning to be impressed

the idea that the true art of teaching does not consist merely in forcing, by threat or entreaty, the knowledge of so many mere facts into the youthful mind; but that they have a higher mission to fulfil—that of awakening and directing the thoughts and sentiments which are to characterize the future intellectual and moral man. The feeling of responsibility which this knowledge gives them, has no small influence in urging them forward to a more ample preparation for, and faithful performance of, their duties. We think, also, that they appreciate, more fully, the importance of beginning with the elements of knowledge, and proceeding no faster than can be done thoroughly, and with a full understanding of principles. Spelling is much more attended to than formerly, as is also the case with geography, arithmetic, &c., while the higher branches are left to be attended to at a more advanced period of study; thus doing away, in a measure, with the charge sometimes justly made, that our scholars *study every thing* and *learn nothing*, because the foundations of all true scholarship are never laid.

Good Teachers Retained.—Another advantage more fully possessed by our schools, than formerly, and which it is to be hoped will be followed up, is the continuous employment of the same teacher for a lengthened period. A teacher who has once measured the capacities and necessities of his scholars, and shown that he knows how to minister to them, is the individual who should have them constantly in charge. While a new teacher must necessarily occupy some weeks of the school term in getting acquainted with his scholars, so as to be able to set them fairly at work; the other is able at once to give them employment, thus saving much valuable time, and ensuring a success which is uncertain in the case of an untried instructor. Besides the advantages derived by the pupils, parents who have children under their care, generally have more interest in the success of teachers with whom they have become acquainted, than in comparative strangers. As a result of this, they will visit the school more, and in various other ways exhibit their interest in its welfare, thereby encouraging all connected with it. Nothing has a more depressing effect upon a school, than an appearance of indifference to its success, on the part of parents and guardians.

In this connection, allow us to remark that parents should seek the acquaintance of the teachers of their schools. Let them visit the schools frequently and judge for themselves of their condition.

HATFIELD.

In the length of the schools in the different districts there has been a great inequality, which we think could and should be obviated. The extremes have been seven months and ten months. The loss of attend-

ance at school during three months in a year for ten years, is a great item, especially when we reflect that education in our schools is free of all, and that all the schools are supported at the common expense.

We would therefore recommend that the schools be kept open a longer length of time, in order that each scholar in town may derive a full benefit from the town's appropriation. It requires but a superficial observer to discern the irreparable loss which those pupils experience whose term of study is short. We have seen with sorrow these things existing in our midst, are confident that its only tender mercies prevent that equal progress which should be made in all our schools, and have reason to believe that so great injustice to a portion of our youth will not be permitted by you.

The schools suffer much from that want of interest in the education of our children, which leads parents and guardians to neglect the improvement of the school-room. Should you reform your practice in this particular, you would both greatly encourage your teachers, and stimulate their pupils to increased exertion to make higher attainments in knowledge.

One great defect in our common schools is, that the children and youth are not sufficiently exercised in thinking, and expressing their thoughts, both orally and by writing. There is too much formalism, too much rote, too much monotony in the daily exercises, and we have recommended to teachers the frequent departure from the routine of the text-book.

When we see the slow progress made by many youth, well apply the words of the apostle, "Ever learning, never able to come to the knowledge of the truth."

How many there are who go through a course of education in our common schools, who are scarcely able to read and write correctly, who perform examples in arithmetic, having hardly any knowledge of the earth which we inhabit, and of themselves, which is their first duty, and none at all of those various and useful sciences, an acquaintance with which is considered a requisite to a complete education. We are convinced that altogether too much time is spent upon the mere routine of education, the mind being restricted wholly to them, rather than permitted and encouraged to wander into those ethereal fields of knowledge, the view and contemplation of which, so much enrapture the mind of the earnest student.

Children should be taught to inquire for useful information, to express in every imaginable way the reason of things—to express their thoughts in correct and noble language, and in every acquisition to rely upon themselves, and with earnest supplication, like one child Solomon, for wisdom from above upon themselves alone. They should be taught as

they can in the school-room to apply the knowledge which they gain thereby, fixing it deeply in the memory. In fine, they should be so educated in mind and body, that they can in after life turn their attention to whatever subject comes in their line of duty, and comprehend, in some measure, its height, and depth, and length, and breadth, and its various relations to themselves and their fellow-men. Especially should they be educated in moral science, and led to realize that unless they embrace true Christianity, they entirely fail of accomplishing the exalted end for which a kind and indulgent, but just God has created men.

HUNTINGTON.

In giving our attention to the improvement of our schools, we have been deeply impressed with the necessity of a higher standard in the qualifications of teachers. In order to raise this standard, we would recommend to the several prudential committees to give a preference, in employing teachers, to those who have taken a full course of study at the State Normal School. Nor would we be willing to employ a *young* teacher who has not enjoyed the advantages offered by those institutions, or advantages equivalent to those. If persons intend to teach, they ought themselves to be taught.

NORTHAMPTON.

The Committee have regretted the excessive anxiety of young pupils to rush into the high school, and of some parents to place them there, and they have aimed to check this spirit, and to guard the distinctive character of the high school by adopting the rule that, hereafter, no pupil shall be admitted to examination for any department of the high school, nor for being passed from one class book to another, until he has produced the teacher's certificate, that in the teacher's opinion, he is fully prepared for such examination. It is vastly important that neither parents nor pupils should undervalue the advantages of a regular attendance at the district schools, furnished as these schools are with teachers fully competent for their tasks.

The experience of the past year has amply demonstrated the propriety of entrusting the general committee with the power of selecting and employing the teachers. Its advantages are obvious. The general committee are the examiners of all applicants, and of course, can better judge than any other person, of the respective adaptations of different teachers for particular schools and neighborhoods. Although, therefore, it greatly increases the labors of the general committee, they do unanimously and earnestly recommend that their successors be clothed with

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the same powers. It may not be amiss to add, that we are ready to show that this arrangement has secured, and will still secure, a more economical expenditure of the town's money, than any other arrangement.

PLAINFIELD.

We hasten to relieve your patience, after briefly calling your attention to the subject of our school district system as affected by our small and rapidly diminishing number of scholars.

The average attendance on the summer schools gives only ten and a fraction to a school, and the winter schools have averaged only twelve. Now, as a matter of economy, can we afford to support ten schools when our children could be as well if not better taught if they were embraced in four or five? This being the case, we might extend our schools to four or five months, and offer inducements that would command experienced and successful teachers.

But we are aware that it is no easy task to arrange this matter definitely and satisfactorily; we very well understand, that as our districts as present exist, it is with great difficulty that some of our small children can attend school in winter, by reason of distance, and almost impassable roads. But something must be done; it seems a profligate waste of money to support a school for three scholars, and one of our summer schools will probably number no more, and two or three other schools will not probably embrace more than five or six each. We think these facts clearly indicate that however much we may cherish and prize our present system, it must, ere long, be abandoned, or essentially modified.

SOUTHAMPTON.

With our present small appropriation for schools, and its unequal distribution, some will necessarily be very much in advance of others owing to the superior advantages that are afforded them. The length of time for which our schools have been in session for the past year, has varied from twenty-two to thirty-two weeks. Your Committee can see no good reason why scholars in the various districts do not need, and should not enjoy, equal privileges in length of schools, &c. Neither can we discover why it would not be economy to continue our schools forty weeks in a year; for most of our children can spend their time more profitably in school than in any other place. But this cannot be done with our limited amount of school money. But long terms are by no means all that is necessary to make our schools what they should be. It is of the first importance that they have good teachers, those who

not only have an understanding of the various branches they will be called upon to teach, but also a faculty to instruct others.

As we value the well-being and usefulness of our children in this life, and their highest interests—those which connect them to God and eternity—so the selection of teachers to whom we commit so much of their training, becomes a matter of exceeding moment; and the practical question is, Who can best do this responsible work? Are not those who have the general supervision of the schools, knowing most of their true condition, and understanding better what they need, best qualified?

We believe that were the appropriation put into the hands of the school committee, they required to procure the teachers and sustained in demanding of them such qualifications as will elevate the character of the schools, the standard would be raised.

WARE.

Your Committee consider it important to repeat the recommendation of the committee of last year, respecting the choice of a large committee, to consist of five or seven, one of whom to be the superintendent of the schools, and in accordance with a law passed April 15, 1854.

WILLIAMSBURG.

The question then recurs, what modification, if any, is needed among us? For the last three years, the town has devoted nearly \$1,100—including what has been received from the State—to educational purposes. What we now propose, is, to enlarge that sum, say \$100, and then appropriate \$150 of the whole to a school of a higher grade, or, in other words, to supersede the demand which annually occurs for a select school, and at the same time possess its equivalent, free for all the children in town, of a suitable age. This amount is ample for a school of three or four months' duration, and would command the services of a teacher well qualified. At the expiration of that period it could be continued by subscription, if deemed advisable. That sum alone is more, we think, than any teacher here has yet received from scholars who have paid their own tuition.

Now let us briefly look at some of the reasons for the above proposition.

If carried into effect, it would, in the first place, be instrumental in furnishing and raising up teachers among us for the common schools.

In the next place, a greater number of the children in town will receive a good education; thirdly, large sums of money for board and tuition, that are now expended abroad, will be kept at home; fourthly,

it will have a favorable reaction upon the lower schools, by producing a spirit of emulation to advance a step higher; fifthly, it will elevate the character of the town in the community around us, because its true wealth consists not so much in money, as in the virtue and intelligence of its sons and daughters; lastly, it would have a favorable effect upon the morals of the place, by withdrawing some from idleness and places of amusement, and substituting mental aliment in their room. These topics might all be amplified, but we only present an outline, leaving your minds to fill it up.

No one doubts the importance of having such a school, either from private aid, or the public money. When it is done in the first way, the teacher goes round and ascertains how he can best make it up. In the attempt he may not succeed; and if he obtains what is considered at the time a sufficient number, he is well-nigh disheartened by the obstacles interposed. The difficulties of procuring a suitable place for teaching, fuel and the like, stare him in the face; to say nothing of the trouble and risk of collecting his dues.

It cannot for a moment be supposed that those who are fully competent, will be inclined to such an undertaking for the slight remuneration offered in return. Indifferent teachers, from mere necessity, may be driven to it, and then the sooner they can get through, with the least trouble to themselves, the better.

Now, were it the settled policy of the town to make this appropriation, the above difficulties would vanish, or, rather, rest on the shoulders of the general committee, instead of a stranger just coming among us, and hardly knowing any one. The former, too, would not be restricted to one individual, but could make their selection at large, while the latter, whoever he may be, that presents himself, must be taken, or no school had at all. Let it once become a town charge, and parents would know on what to depend. They could make their calculations years in advance, as to whom to send, when to send, the studies to pursue, and the selection of proper books.

And, now, what are the great objections? It is said the common schools will decline if the better scholars are withdrawn. We reply, that most of those who will attend the high school, have already done with the lower, and as to the remainder, from what we know of human nature, we are warranted in saying a laudable zeal will be enkindled in them to become prepared for the former. We likewise appeal to facts. When was it ever known that the common schools degenerated in consequence of the establishment of one of a superior grade? We ask for the proof.

Again, it is said such a school would not operate equally, on account of the unequal distance of some from the centre, or place of location.

We have no hesitation in declaring it as our belief, that a school of this character, commencing at a proper season of the year, would benefit the extreme parts as well as the centre.

To come two or three miles in the morning, and return in the evening, after the close of study in the afternoon, is no greater amount of exercise than every diligent student needs. It would invigorate his frame, and prepare him for more laborious study than he could otherwise perform, with little or insufficient labor of the body. Those who study hard, eight hours in the day, are in no danger of doing too much in the open air. At all events, it presents no formidable obstacle in the way of such as are determined to acquire an education. Once more, it is said the other schools will be shortened. Make the calculation, and you will find the terms diminished only about five days. Furthermore, this objection can be readily silenced by the town raising an additional amount—a sum not larger than is often expended upon a bridge, or making a short piece of road—and so small that no one could feel his proportion to be a burden—and overbalanced by the enhanced value to each individual of real estate he might possess. And when the immortal mind is to be trained to years of usefulness, is such an insignificant item to be taken into consideration? But what if they were shortened a trifle? is that an evil to be dreaded? are not many laboring under a mistake in this respect? Young children get worn down in mind and body by long attendance, they cannot endure confinement like those of riper years, and to enforce it is a violation of the laws of nature.

WORTHINGTON.

The most prominent defect noticed is the practice, far too prevalent, of scholars passing over the same ground term after term. Instead of commencing at the opening of a new term where they left off at the close of the preceding one, they go back and begin anew. If they proceed as far in the winter as they did in the preceding summer, they are thought to have done well. One cause of this, no doubt, is the too frequent change of teachers; another defect, is too much formality in teachers.

HAMPDEN COUNTY.

BLANDFORD.

In our examination of teachers for the past year, we have thought could discover a great lack of these essential requisites, in certain persons though they passed a very good examination. And suffer us to remark here, if you will, that had the town left it to the Committee to hire teachers, as the statute of the Commonwealth leaves it, we should have employed certain persons, who have been engaged in teaching the great injury and detriment of certain districts. But these teachers were brought before the Committee, an examination was had, and it was made in a sense satisfactory to us;—but, for all this, it was manifest that a knowledge of books could not, of itself, make them successful in the work of educating the rising generation. We venture to say, that for the past year, more teachers have failed in this one particular, maintaining order, than in all others put together. Many of the teachers who have been employed during the past season, have been quite young and inexperienced. Now if it is to be the practice and policy of the town, that the prudential committees shall engage, or hire teachers, we would humbly suggest that the two committees consult more together in relation to the fitness of the person who wishes, or proposes to teach.

Shall we add a word here, in regard to this constant change of teachers, which has come to be adopted by nearly all of the districts? No person who looks to this matter carefully can fail to see that it holds in check, and also retards the onward progress of our schools. Where is the necessity of this constant change, we ask, when a few teachers are employed in a district to teach both summer and winter term?

LUDLOW.

In this view of the subject, it appears plain to us that whichever committee make contracts for teachers, should also decide the whole subject of entering and continuing in the school, and in this way there will be no dividing of responsibilities in regard to teachers. In concluding their remarks on this subject, your Committee do not hesitate to say, that it

their opinion teachers should be selected and approbated by our successors in office, and we believe the results of such a course would be good schools.

SPRINGFIELD.

School committees and teachers are exposed to much annoyance from book agents. Their importunities for patronage are so urgent and persevering, that it is difficult to get rid of them, except by yielding to their wishes. And in furtherance of their mission, they sometimes intrude themselves into the schools, without the knowledge or consent of the Committee, to the no small interruption of the exercises, and even make use of means to get their book introduced without the action of the Committee, especially in remote districts, where the schools are not so directly under the eye of the Committee. The only safe rule on this subject is, that no agent shall ever enter a school-room without being accompanied by some one of the Committee, or having their consent in writing, and that no book shall be used in any school, that is not placed on the list of books adopted, by *an express and recorded vote of the Committee.*

The habit of irregular attendance is so generally prevalent in our schools, and the evils resulting from it are so great, that every suitable expedient should be adopted to check, and if possible eradicate it. Parents should lend their aid and co-operation in this matter; for it is owing generally quite as much to them as to the children, that this great hinderance to the success of our schools is permitted to continue. The rule, requiring a written excuse from parents and guardians for absence or tardiness, or a personal explanation, is not so universally observed as it should be. As it is one of the most efficient means of counteracting the evil, so it should command the most rigid enforcement. We are gratified in being able to say that there has been considerable improvement in this respect during the present year.

In the report of last year, the School Committee recommended that measures be adopted for abolishing the district system by consolidating all the districts into one. And in the early part of the present year, a petition was presented to the city council to the same effect, from a large number of our citizens. This petition was referred to the School Committee, with a request that they would prepare and report a plan in pursuance of the object contemplated by the petitioners. The Committee accordingly made a report presenting a plan in detail for this purpose, and the same was accepted by the board of aldermen, but referred by the common council to the new council of 1855.

The Committee would now renew the recommendation of the last year

on this subject, with the hope, that the new city government will be able in the early part of the next year, either through the voluntary action of the districts, or by a city ordinance to accomplish so desirable an object. The change, it is believed, would be productive of great benefits to all our schools. The objection sometimes urged that a *central* power (vested in the School Committee) would control the school department to the disadvantage of the *outer* districts, does not seem to have any foundation in fact, because the wards in the city are *equally* represented on the School Committee, each choosing one member; and indeed the representatives of what may be termed the *outer* wards, constitute a majority of the Committee, and therefore may have a controlling voice in all matters relating to the schools. All jealousies and apprehensions of this kind, we believe, would speedily give way to earnest and generous endeavors to promote the improvement of all the schools in whatever section located.

The School Committee have on former occasions recommended that provision be made for the appointment of a *superintendent of the schools*; and every year's experience confirms us in the belief that this is the most effectual way of securing a thorough supervision of this important interest. The duty of the superintendent would be to perform the same services as are now required of the School Committee, in visiting the schools, &c., &c., acting under their direction and control, as in some respects their executive officer, and making to them, at regular times, as required, reports of his proceedings. A well educated man, competent in all respects for the office, thus devoting his whole time and attention to this single object with an untiring zeal and energy, would accomplish vastly more in this service than any school committee, as they are usually constituted.

TOLLAND.

The Committee of the past year believe with the committee of the preceding year, that were there less machinery in hiring teachers, they would be more promptly engaged, and be better ones, and especially that the same teachers would be employed as long as possible in the same schools, if successful.

WESTFIELD.

There is in most of our schools a want of interest, a lack of ambition and enthusiasm in the prosecution of their studies. Many of our children seem to regard the business of going to school a drudgery, something to be endured, rather than desired. There is nothing attractive

about many of our school-houses ; the location of some of them is very unpleasant ; they are small and inconvenient. There is no standard of attainment set before the children, no height to be reached, and no laurels to be won. They must go to the same house, and pursue the same round till they are fifteen years old, and then look out for themselves. The prospect before them is that of a dead sea, whose waters are bitter to the taste, and from which they are strongly tempted to stand aloof.

We recommend that our school system be remodeled, modernized and adapted to the wants of the age, which can be done, and when done, it will make them more efficient.

It has been found by experiment in many towns in the State, that the grading of the schools imparts new life and vigor, especially in those that are required by law to sustain a high school. We recommend, therefore, that first of all, provision be made for a high school, free, like all the others, and open to all the children that have made certain specified attainments at the lower schools. By so doing, you will set up a height to be reached ; you will apply a stimulus to all the children in the town, and infuse into their minds a noble and generous emulation.

There is one other measure that has been recommended by committees in years past, to which we would again respectfully call the attention of the town. It is that the town committee be permitted to hire the teachers for all the schools. The law authorizes them to do so, unless the town, by their vote, direct the prudential committees to do it. As things now are, the town committees are often constrained to approbate teachers, whom they would not, if left untrammelled. The teacher comes to be examined on the day the school is to commence, when another teacher cannot easily be procured, and we must approve the one presented, or none.

It seems to us most suitable that the town having raised the money, should appoint agents to expend it who will report to the town their doings, rather than permit each district to expend its money as it pleases, and make no report of their doings.

WILBRAHAM.

Your Committee have been convinced, in common with some of its predecessors, that the interests of our schools require some change in our mode of securing the teachers. The present system divides that duty between the committee and twelve others representing the several districts. The whole duty ought to be confided to one body, and as the town's committee are required by law to approve the teachers before they can enter upon their office, it seems proper that the whole of this

charge should be laid upon them. Among the reasons which lead us to this decision are the following:—

1. It will give the Committee a larger number from which to select those best fitted for the office. We are now allowed to have only those whom the prudential committee presents, and unless their failure is marked and excuseless, we are disinclined to disgrace them by refusing them the school for which they are examined. Under this system all the candidates could be examined, twice as many if it happened so, as there were schools, and we could select those who should appear most competent, give certificates to others whose examination had been fair, and thus obtain better teachers with less injury to those who are not selected, than the present system permits.

By this means also we should have a reserve list with which to fill the vacancies that may occur, without any suspension of the school.

2. It would save the town the expense, not inconsiderable, which is caused by the great number of special examinations the committee are required to make. During the year, *fourteen* examinations have been held, all of which might have been reduced to two, had the whole matter been in the hands of the committee.

3. The teacher and school can be mutually adapted to each other better than the present system allows. Persons are often offered for schools who are too well qualified to be rejected, but who are better fitted for other schools than the one they apply for. Your Committee have regretted, at their several examinations, that they did not possess the power of arranging the teachers and schools different from what they were offered to them, and they do not doubt but that much greater success would have attended our schools had this privilege been granted them. Instructors have marked peculiarities which ought to be employed in rightly advancing their schools. A disciplinarian should be where discipline was especially needed. One of gentle, winning manners where the habits of the school are gentle and "easy to be entreated." This first requisite for success in a school is lost in our present mode, and can only be secured when those who by monthly visitations have learned the wants of each school, and the merits of each teacher, are allowed to put together those that are naturally allied.

4. This duty ought to devolve entirely on the town's committee, because they are chiefly held responsible by the town for the character of the schools. They are the medium through which they learn how its moneys are expended, its children educated. They should not be hampered in this work by another class, who only can nominate, and who make the town's committee but a clerk for the registering of their decrees. We would not speak disrespectfully of those gentlemen. The utmost harmony has subsisted between them and us. We only speak

of the system in its natural workings, and we think it is evident that the division of this work divides, and thus destroys responsibility, and not until the whole duty is laid on one or the other of these bodies, will the town see that duty faithfully discharged. The prudential committees have no town authority, are not amenable to the town, and yet have the chief part in the distribution of a large portion of its revenues. Either they should be elected by the town, or the chief duties of their office should devolve upon that body who are elected to superintend these interests and see that their contributions are profitably employed.

FRANKLIN COUNTY.

COLERAINE.

Never before has so large a share of responsibility devolved on the School Committee of this town, as during the past year. The neglect of the town to act on the question of continuing the former school districts, threw the entire direction of the schools upon the general committee, and early in the year, the question how to meet the responsibility, so as to give satisfaction to all, was seriously pondered.

Under the old system, the larger districts being obliged to pay higher wages to their teachers, were compelled to cut short their school, an injustice too obvious to need comment. An entire abandonment of the old district system is, in our view, the only sure means of correcting this evil, one by which the greater number are the sufferers.

The chief argument urged in favor of the old system is, that the inhabitants of the districts, being chiefly interested, should have the selection of their teacher. The argument would be good, were it by any means certain that the selection made by the district committee would be more satisfactory than the choice of the general committee, or that their own selection would prove satisfactory. Now, it is a fact worthy of consideration, that the teachers appointed by the town's committee the past year, were more generally successful than those nominated by district committees, that is, where there has been complaint, it has been more frequently of teachers selected by the districts, than of those selected by the town committee. This last statement seems to need a

year has not been entirely free, is that of introducing neighborhood feuds into the schools, and thus rendering it impossible for any teacher to succeed. The teacher must have the united support, countenance and manifest interest of his patrons, or he cannot reasonably be expected to accomplish much for them. He cannot have this, where one part of the district are determined not to be pleased with what pleases the other part. We will not enlarge on this point, trusting that "a word to the wise is sufficient," and knowing that whatever may be said to the unwise, will not be regarded.

In this connection, the Committee wish to speak of a common evil, not confined to this locality, but which is prevalent among us, which is the want of rendering assistance and support to the teacher in the government of his school. The community seem to be in a peculiar state of mind at the present day in regard to the matter of school government. Parents wish for good order in school, and yet they too frequently do not uphold the teacher in administering good and wholesome discipline, such as is necessary to secure it. Consequently, teachers often find it very difficult to secure that order necessary for the success of their schools. They must have the co-operation of the parents, or be sustained by some other adequate support; or, whenever the school is composed of any turbulent materials, they must fail in government. This difficulty would be remedied in a great measure, we think, if the parents would visit the schools occasionally and witness some of the difficulties with which the teacher has to contend. They would be less likely to listen to their children's complaints when corrected, and more likely to impress upon them the necessity of good behavior. We are sorry to say, that such support was sadly wanting, in some instances, during the past year.

Another evil, in some instances, and perhaps in a measure in all the schools in town, is the want of a uniform set of school books. For the lack of uniformity in this respect, the schools cannot be well classed;—two or three separate classes, for instance, are made in geography and arithmetic, where one would be better for both teacher and scholar; the scholar being more likely to have his ambition awakened in a class where he has others to recite with him, and the teacher having more time to devote to each class. A uniform series of reading books is desirable in all the schools. The Committee are empowered to introduce such books into the schools as they see fit; but they are often embarrassed in so doing by the unwillingness of parents to furnish the desired books. If uniformity in school books could once be introduced into our schools, it would not only be much better for the schools, but less expensive in the end.

EGREMONT.

The school-houses of our town, many of them, being too small, inconvenient, and uncomfortable, do not meet our wants. There is intelligent interest awakened among the people in regard to the improvement, ventilation and furnishing the school-room which is necessary for the rapid advancement of our schools. It frequently occurs that the progress of a school is retarded by the interference of parental duties of teachers to their scholars, which often destroys their interest, thus placing an inseparable barrier in the progress of the school. We wish that this subject could have been passed in silence, and that our duty was done; but its evil effects are too disastrous, and its interference too often, not to be briefly noticed here. If parents would visit the scenes of the school-room, they would not have occasion often to find fault with our teachers; but would oftener find difficulty lying at their own doors. Far be it from us to impair the reputation of our teachers, or in any manner to discourage them; but we would offer a few suggestions. Our teachers have all that is required to teach literally; but there is a great difference between a good teacher and a competent teacher; while the former may be fitted for any station in life; yet the latter must be competent, energetic and possess with the faculty to reach the mind, and do the work under a great many disadvantages. To provide a succession of such teachers is the point to which the care of committees should be directed, and to which will require constant care, and a permanent system. We think our schools are very deficient in black-board exercises, (this deficiency has arisen in part from the fact that our black-boards are small and inferior,) very few are the arithmetical problems that have been seen in our presence, and in no other branch have we seen illustration. The geographer should be taught to draw the outlines of every state and country, to designate the principal towns and rivers and mountains. The analysis of words and sentences giving the different sounds of letters has been too much overlooked by our teachers. It is to be hoped that all of those expecting to teach, will avail themselves of the liberal facilities of the State, by attending the Normal Schools, which are now being attended on with success. "The distinguishing object of these schools is to teach how to teach. One of the most unpleasant features of our school system is the frequent change of teachers; such change has no single redeeming quality; it is evil, and that continually. How much does this evil amount to? How frequent are the changes? There is not any appearance of stability to the system. We believe that in three years does not furnish us with but one instance where the

teacher has continued for two successive terms in the same district." "The teacher comes into the school a stranger. She registers the scholars, and ascertains as well as she can their acquirements, classifies and arranges as she deems right; she soon learns, however, that she has made mistakes, and rectifies them. Thus, day after day is spent in doing what her predecessor could have done in an hour; and at the end of a fortnight she has scarcely begun to learn the temper of her school; her influence is not felt, she has but little power over her scholars, and it requires at least from two to four weeks to get the school under good way. It is our opinion that every teacher of capacity for her position would be worth through the second term in almost any school, from one-quarter to one-third more than through the first. If this be correct, we are suffering in many cases a great loss of money and learning. This subject should be more thoroughly considered."

Your Committee are satisfied that this great evil cannot be fully overcome, so long as the duty of hiring teachers is left in the hands of prudential committees. We are aware that in venturing upon this subject, we shall meet with strong opposition from many, but we believe that such opposition is the result of prejudice, more than conclusions drawn from facts.

It is not an experiment untried, as there is now a good proportion of towns in the State that have abolished the district system, and left their schools entirely in the hands of the town committee; which towns, according to the reports of their committees, would in no case return to their former system. Now our schools are not all alike; some are more easily managed than others; neither do our teachers possess alike the same or similar capabilities for management. One's endowments and acquirements may qualify him for this, and another for that school. Thus teachers are frequently employed that are not adapted to the particular district for which they have been engaged, who might do well in another, had your general committee power to place them where they could do the most good; but as the case now stands, there is no other alternative, but to approve or reject for that particular district. Teachers whom the town committee would recommend, whose mode of imparting instruction, and managing a school is such as to give general satisfaction, whose qualifications are such as would enable them to lead those whom they are to instruct steadily forward, and impart to them a high tone of moral character, are compelled many times to find employment in other places, while theirs is supplied by some one by far their inferior in point of capacity. We therefore, gentlemen, present for your consideration the propriety of our successors being empowered to employ, at their own discretion as to qualifications and emolument, teachers for all your schools. But unless the change can be entered into with public opinion in its favor, we do not

course may be improving to the teacher, who needs age and experience ; but she too often improves at the expense of the scholars, while the district or town saves in dollars and cents,—an economy, to say the least, very questionable in such a case. We would by no means reflect on the motives of this class of teachers. They are doubtless laudable ; but this fact does not prevent the evils of employing those who are lacking in age and experience, to instruct your youth.

It is believed that shrewd men of business prefer to employ a skilful workman to perform mechanical labor, rather than to pay a less price for one who has his business yet to learn. When the labor we employ is to be applied to the mind, it is far more important that there be skill in the worker, otherwise his work may have to be laboriously undone. We do not ask nor expect perfection in our teachers ; but are sure that a higher standard of qualification, than at present exists, is desirable and attainable. One great reason why it is not oftener reached, is probably because the rule of equivalents is disregarded in contracting with teachers ; for when we are willing to pay for competent instructors, we shall have them ; but while we regard principally the cheapness of the work, and, as for the past few years, pay less for teachers by the month, than any other town in the county, we cannot expect to obtain those possessing the highest qualifications.

We desire to do justice to those who have served the town in this capacity. There have been good teachers and good schools during the past year, as well as in previous ones. Several have been employed who have had no little experience, and have profited by it. If more of our young men and young women would avail themselves of the advantages of the State Normal Schools, where, under competent teachers, they could acquire a knowledge of the best methods of teaching, and, at the same time, practice them, it would be greatly for their own advantage, as well as for that of the town.

A great obstacle to the progress of the scholars, is too great laxity at home,—allowing them to be tardy and irregular in their attendance, and to leave school before its close, either to perform some service at home, or for their own pleasure. We would suggest, that parents should send a written request to the teacher, when they consider it necessary for their children to leave school before its dismissal, and also a written excuse for absence or tardiness. This, if uniformly done, would conduce greatly to habits of order and regularity, both in the pupils and in the whole school. With this, regularity in the hours of school should be observed by the teacher, who should never be expected to continue his school beyond those limits. In justice to both himself and his scholars, the appointed times of opening and closing school should be observed as strictly as possible.

period of childhood is too short, the time of our youth too valuable, and the amount of school money too small, to have any of it wasted by any such unnecessary change. What would be thought of the merchant, the manufacturer, or the farmer, who should dismiss his book-keeper, overseer, or even the common day laborer, that had proved himself an upright, accurate, faithful accountant, a shrewd manager, an industrious worker—at the end of six months, and substitute another in his place? And yet this is done year after year, in most of our schools. We are aware that it is not always possible to retain a good teacher; but we have also had repeated occasion to regret such changes when there was no necessity for them. Teachers who had merited and received the commendation of both the committee and parents, and who were desirous of continuing in their place, have been refused, and others of less experience and poorer qualifications put in their place. This results, in great measure, from the fact that those who have the oversight of the schools, and who are, therefore, best able to judge of the qualifications of teachers, have not control over their selection.

This is a matter of no little importance; it is a subject which it would be well for each individual to examine for himself, that he may be able to judge whether the course we are pursuing is, on the whole, the most profitable.

LANESBORO'.

Your Committee regret to state, that in their opinion the public schools of Lanesboro' are not what they ought to be. They are in a depressed condition. And so says the popular voice. Let us inquire after the cause.

1. It is manifest there is a general want of interest in the schools. No effort is put forth to render them popular; while by many they are looked down upon. And it is not often they are visited by any person save the chairman of the Committee.

2. The general character of the teachers employed. Where the schools are properly cared for, the best teachers will be secured and retained, year after year. Such as make teaching their business, and who not only understand the branches to be taught, but know *how* to teach them, having studied the art of teaching. Have such teachers been sought for our schools? Or, has the capacity of the district treasury been the *main* thing regarded? Prudential committees, what say you?

3. The general character of our school-houses is unfavorable to the prosperity of the schools. A careful inspection of these buildings will lead to the conviction, that, with few exceptions, they are as unfit for school purposes as they are discreditable to the town. In their internal

to enable the agents to maintain the schools through as large part of the year as would have been profitable, are among the obstacles in the way of their progress.

LENOX.

In the first place, are we not sadly negligent in relation to school-houses in some of our districts, and in those, too, best able to have good buildings? How will four of our eight school-houses compare with our dwellings, or even with the stalls of our favorite cattle. Add to this the very worst locality to be found in the district, so that all the associations of the place are repulsive in the extreme, and the influence upon the children must be, to say the least, sadly injurious, and much of the money expended under such circumstances is necessarily thrown away. Greater care, too, should be taken in the selection of teachers. Since the government of the family has changed from the parents to the children, the labors of the teacher have very materially increased, and it is no longer true that those persons who are good for nothing else, will make school teachers.

Our schools are very much what public sentiment makes them. The wages of the teacher have not kept pace with other things. We have demanded cheap schools, and we have often had what we asked for.

MONTEREY.

Having paid particular attention while visiting different schools with different systems, I am fully convinced that among other errors we commit a very great one in our practice of procuring different teachers from term to term.

It will take a great part of the term for a new teacher to get acquainted with the dispositions of her pupils, their attainments, &c. And then she has but little time to work for their best advantage. The next teacher must go through with the same routine, commencing at the beginning, and progressing about so far each term; no wonder the child loses all interest in books. One is not fully prepared to perform their duty as teacher, until the second term. They can *keep* a school the first term, and *teach* it the next.

There is no reason why young scholars attending academies and high schools should advance more rapidly than those in our public schools.

SANDISFIELD.

There are several other things that affect the prosperity of our schools, that call loudly for reform, and without it they cannot be expected to

dential committee. He often engages the first applicant, and on the day the school is to commence, or after having kept a day or two, the teacher presents himself or herself for examination. On examination, his literary acquirements may be sufficient, but the manners and general appearance such, that the general school committee would not approbate the candidate if the responsibility rested on them. But he has been employed, the district notified, the scholars assembled at the school-house, and if the general school committee do not approbate, an unpleasant feeling is awakened, which is sure to manifest itself towards whomsoever may be finally approbated.

This inconvenience, and many others that might be mentioned, would be avoided, if the responsibility of employing teachers rested on the general school committee. Let them give notice that they wish to employ teachers for summer or winter schools, and will examine candidates at such a time and place, and give schools to those who may be approbated. There would probably be more applicants than schools, so that a selection of the best might be made.

It appears that under our present district system, and distribution of the money, that the small districts receive per scholar a disproportionately large sum, and, at the same time, have generally very short schools. And we submit to the town whether such an alteration in our plan cannot be adopted, as to reduce the number of schools in town to six, thus giving better and longer schools to all the scholars, and, at the same time, affording an opportunity to grade the schools, so as to simplify the duties of the teacher, and increase their efficiency.

COHASSET.

There is one more topic to which your Committee would call your attention. By the law of the State, the superintending committee are required to select and contract with teachers, unless the town, by an express vote, assigns that duty to the prudential committees. In many of the towns, especially where much interest is felt in education, and an enlightened public sentiment prevails, this duty is left with the superintending committee. They alone can judge of the qualifications of teachers, and while, for some sufficient reason, they do not feel free to express all they think about teachers, and would hesitate to dismiss or to reject a teacher who had already been engaged, they could often, if it devolved on them to select teachers, pass over the inefficient, and choose those in whom they had full confidence, without causing any difficulty or disappointment. The prudential committees in this town have ever been ready to co-operate with the general committee, and the utmost harmony has prevailed between them; yet, from the nature of things, they cannot

be so well fitted to select teachers for the schools which they visit, as those who have made the wants of the schools and the qualifications of teachers their constant study.

DEDHAM.

The circuit of another year brings us before our fellow-citizens with the narrative of their schools. It has not been an idle year; however, beyond our control, have made it in some respects less satisfactory than heretofore. We have been crippled by some of those exchanges of teachers which create friction in the machinery, and sometimes throw it out of gear. We deprecate these changes more than we can readily describe. They seldom do good. They seldom do evil. Better, if it must be so, the tread-mill motion in a ceaseless than the risk of what might have to be substituted in its place. A moderately good teacher does a better work by patient and quiet toil, than the very prince of teachers, who takes his high chair only to abdicate it in the middle of the term, and subject another administration. One of our best schools has been a failure on this account, and happier should we be if we could have one. When a teacher leaves in a half-completed term, another is found in precipitate haste, and we are quite as apt to catch a new as a teacher.

We present this, however, as a general proposition, not by designing to apply the broad principle to each or any special case. Possibly it may *not* apply to any; possibly it *may*.

Let it stand merely as an introduction.

We have made many changes—some for better, some for worse. If our better teachers now forsake us and more brilliant the light, the deeper the succeeding darkness. A highly watered quicker feels the drought. We must contrive some irrigation, if possible, to prevent the drought.

The assortment of teachers in the land is a curious study and to a school committee particularly. Some are foamy as the mountain brook; others, like water, deep and still. Some seem to be before and behind. Some seem to have no eyes, either before or behind. Some have all sorts of knowledge without system. Some, with systems, without knowledge. Some are facile to glide into the mind, like music. Some will storm away at the portal, till all within are frightened into a perfect panic. We have them too wild and too tame; too stern and too plastic. Some vaulting into the saddle of ambition, and some fit only to be saddled. We state this as a general proposition. The remarks may *not* apply to our teachers.

may apply. Whether we employ any such or not, we find specimens of each class every year, seeking employment. Nor do we mean to speak disparagingly of the profession. We honor it. We defend it. We encourage it. And we encourage others to honor it. They are the very ligaments of society. They are emphatically the working class. What could we do without them? Say, ye fathers and mothers! what would become of you without these six-hour go-betweens? You have neither the time nor patience to teach your own fledglings how to fly. The teacher must do it. Therefore, they ought to be held in very high regard.

And then, again, the position of the teacher demands great consideration.

First, he comes to the ordeal of an examination. The committee are all strangers, and are to be supposed savages, too. They place the poor victim on the rack, and turn the wheel. They ply him with questions, as mercilessly as the hail falls on the grain-field. They drive him all over the earth in geography. They corner him in all sorts of dilemmas in arithmetic. They jump him in all manner of spelling. They pace him in all manner of reading. At last they sit in awful conclave, to determine what disposal shall be made, if any thing remains to be disposed of.

"Yes, you may have a certificate, and begin to-morrow." Forty scholars now begin their scrutiny, and speculate on the new master, as those of larger growth speculate on the character of a new president. The teacher, too, is doing the same with those forty. How many of them are brilliants of the first water? How many silver and gold? How many lead and clay? What proportion crabbed? What proportion good natured? How many thorough? How many superficial? How many that simply count one more? He organizes his school. A few weeks elapse, and on the gentle winds the gentle murmur floats of some disaffected parent. By-and-by, the tone comes nearer and fuller; and presently, as the blast of a hurricane, clatters at the very portal of his ears. Party lines are formed, one for, the other against; boreas on one side, a tropical sun on the other. Why! the committee are bound, for humanity's sake, to protect him. We endeavor to do so, for his sake, for sake of the school, for sake of the neighborhood, and for our own sakes. Sometimes he is hard pressed by forty scholars and eighty fathers and mothers. Shall we leave him alone? It is not our wont so to do. We keep him if we can till the end of the term, because it is better than the breaking up of the school. Hence our motto is: "As little change as possible—as much stability."

There is another and very cogent reason why we should retain our teachers as long as may be. Where human affections are perpetually

interrupted, the heart is imperceptibly acquiring a cold indifference to its social affinities. The young child learns not to love an object liable to be lost at any moment. But let time be allowed, let affection be permitted to entwine around a teacher, and the moral influence is wrought very much to the future character of the child. What is there more pleasant than to meet in latter years of life one who was daily with us in our youth, patient, gentle, and anxious to shape and mould us into intellectual and moral beauty? The faithful teacher, once interested in his pupils by long acquaintance, retains that interest to his dying day. These considerations should have great weight, and induce us to sustain liberally and encourage kindly those whose influence may be made to produce so much good. We appeal very confidently to our fellow-citizens to recognize the value of these relations. For the time being, they seem of little importance. In the long run, they will be found worthy of all consideration.

These thoughts bring us very naturally to the subject of co-operation between parents and teachers. They are not necessarily antagonistic in society. Each has at heart the interest of the same object, but their departments usually quite different from each other. The one feeds the child. The other educates. The one makes exactions on the hour; the child for sundry domestic duties. The other requires six hours a day, without interference from abroad. The one has certain notions of how a child should behave at home; the other, how it should behave at school. Let the two be distinct, and let each sustain the other. Let the parent see that the child is at school always, and always in season, and let it be encouraged to a rigid and cheerful obedience to the laws of the school. Let the teacher inculcate lessons of filial obedience, so that there shall not be two discordant, but two consentaneous voices, each as far as possible commending the other's course.

Concord of action is the secret of success. A discerning child yields readily to a uniform government, and may become refractory and unmanageable when the opposite mode prevails. The good teacher deserves and well earns, a cheerful smile and a cordial hand from every parent. The cold shoulder and the pinched lips freeze his very soul.

Where the spirit of love is, there is liberty; and where teachers and parents are on terms of amity, each may exercise the liberty for themselves, without infringing on the other's rights. And if trouble perchance, should arise, as sometimes it will, a night's sleep will suffice often, as a sure palliative, for it is Nature's sweet restorer, in more senses than one.

In presenting these few suggestions, our desire is, to keep the wheels of the machinery in quiet and successful operation, that we may stop as seldom as possible for repairs.

And now, fellow-citizens, we have presented you with a statement of the condition of the several schools in our town. It would be our joy to present them all as having attained unprecedented success; but we are not able to do so. Our arrangements leave every thing unreliable. Teachers are brought to us one day, who are engaged to commence school the next, or sometimes have been brought at eight o'clock, to commence at nine. We are willing to spend three hours, if need be, in examination, and have frequently spent very nearly that time; and yet we are often disappointed, after the certificate has been given. Why? Because, we have time to ascertain but one thing, where many should be known. We desire to know the *men*, not merely their *heads*; their *thoughts* as well as their attainments; their *tact* as well as their talent. Many teachers, of the right stamp, and having the true ring to the metal, we have, and have had, and hope to have. But some are comparatively strangers, and now and then, some, we may hope, will become greater strangers still. Let us *know* the candidates. If there are to be changes this spring, produce the candidates for examination to-morrow; and produce several for a choice, with a fair understanding that the *best* receives the preference rather than the *first*. If there are to be changes in the fall, produce the candidates this spring, and let us take time for a deliberate choice.

The wise man does so in every thing else. He will not purchase a horse or a house, a carriage or a wheelbarrow, a hoe or a jackknife, without casting about to know where to find the best that his money will buy. Is the instructor of your children of less account?

The best thing, perhaps, this town could do would be to employ a Commissioner, to visit every Normal School and every College in the State, and rally a corps of teachers, and enter them for a premium. Many a prudential committee would find his back eased of a heavy burden by such an arrangement.

Applications are frequently made to the town committee by teachers whose services we cannot secure, because the district system stands between us and a knowledge of the wants of the districts. At the writing of this report, we do not know authoritatively of a single engagement of a teacher for the ensuing year, nor even the gentlemen chosen by the districts to contract with teachers.

Of course, there can be no judicious co-operation in such a state of things. If there are two bodies with powers so nearly co-ordinate, we should act in concert, if we desire to do the best possible work.

The great inequalities of the different schools, as here presented, should lead you to consider well what the cause may be, and where may be found the remedy. The scholars of numbers nine and ten are not so well taught, by any means, as those of number eight, in the same parish.

The same is comparatively true of numbers seven and six, in another parish, and of numbers eleven, two, four and five, compared with numbers one and three, of another parish.

They differ among themselves, respectively, in length of terms, description of studies, progress in the studies, general scholarship, and general views of life. All appeals, entreaties and advice fail to reach the evil, for it is an evil incident, in part, to the perpetual *changes* to which the poorer schools have been subjected; while the success referred to is as certainly, in a great degree, attributable to the *permanency* enjoyed. If such schools were kept an equal number of weeks in the year, under its one teacher, all the year, the improvement would strike every mind at once. A greater improvement yet would mark each school, were the pupils better classified.

But the town appropriation is not so made as to allow each school the same amount of time, and the prudential committees do not have it always in their power to find the right teacher at the right time.

You raise your school money with great liberality and cheerfulness. We know not the town where it is more cheerfully raised. It is not want of money, but want of a good division of it. But this is one of the defects incident to the system of which the town is so wonderfully tenacious—the district system.

DORCHESTER.

There are some evils which examining committees see, from time to time, in schools, which probably will never be entirely removed. Some things are good or bad only by comparison; others as they accord with or violate the proprieties of time and place. It may be assumed, however, that, so far as cleanliness of person, cleanliness and neatness of school-room, school-yard, and out-buildings, and personal deportment of teacher and pupils are concerned, the school should be made to resemble, as far as possible, an intelligent, cultivated, and orderly family. No spitting on the floor ought to be allowed in the school-room, any more than it would be in the sitting-room or parlor of a well-bred family; no unneatness in the entry or out-buildings, any more than in the same apartments of a well-ordered household; no uncouth or unrefined position of either teacher or pupil—such as awkwardly lounging, leaning against the desk, sitting on the corners of the writing-forms, &c.—ought to be seen in the school-room any more than in the family assumed here as a term of comparison. These things do not depend altogether upon the teacher. They depend in part—as in fact does also the whole character of the school—upon the prevalent tone of feeling in the community. But, perhaps in nothing is the adage “as is the teacher, such the school,”

more literally true than in the things above specified. He may not be able to remove all the evils alluded to; but it behoves every teacher in the land to inquire if he has removed all that he could. It belongs to the schools as well as to the family, to teach the courtesies and proprieties of life. If the schools throughout the State should do their whole duty on these points for twenty years to come, how different would be some of the habits of the people.

Policy to be pursued.—The Committee do not present any specific plan for providing the accommodations needed. They are, however, firm and unanimous in the opinion, that one feature at least of the policy heretofore recommended to the town, should be strictly adhered to, viz.: that the number of grammar schools is not to be increased. This, at least, should be considered as fixed.

It is natural that young and growing villages, looking earnestly to their present interests and desirous of presenting all the attractions possible to the ingress of inhabitants, should ask the town for grammar schools, as a kind of magic charm to their growth and prosperity. But our public schools, embracing, as they do, interests so important intellectually, morally and pecuniarily, to the town, ought to be managed in accordance with a broad, generous, uniform, prospective policy—a policy that embraces the whole town at once—a policy that shall prevent the saddling upon the town of an unnecessary expense. The idea that a grammar school must be located within a stone's throw of each citizen's dwelling, is erroneous and injurious in many respects. It stands in the way of systematizing the schools in such a manner as that they may be able to do the greatest good to the greatest number of the people. It is in contradiction with the laws of health. Pupils who are old enough to pass from the primary to the higher departments, and who pass to them with the determination to study—with the determination to task their mental powers, as they ought to do and must do, to meet the demands of the age, ought, according to the laws of health, to be obliged to walk, not ride, to school, from one mile to a mile and a half at least. The latter, in ordinary cases, is the better distance; especially if the pupils have no other out-door exercise to take. Of course, every citizen will make the necessary exceptions for storms and temporary obstructions of the roads. How much more valuable would life be to us, if the laws of health were more faithfully obeyed. How many females ruin their health at the most critical period of their life, the period between girlhood and womanhood. This is the period devoted to the school. Now in ordinary cases, not so much injury is done to the health by actual hard study, as by a neglect of those things which ought to accompany study. Those things, are, first, to know how to study; second, to know when and how long to study; and third, not only to know how to take but actually to

take sufficient out-door physical exercise, monious action of mind and body. And taken *as exercise*, accompanied with the co the preservation of health ; but it should sity, or some useful employment, or some any *conscious* reference to health what comes rather from indirect than direct s walk on a botanical excursion will crow health as well as with those of spring ; w tance, with the direct and constantly-felt pu or obtaining health, will but partially acco

NEEDHAM

Much has been gained in the art and m us left the common school. The *memory* faculty in forming the basis of scholarshi much employed in a service more prop powers. It is not satisfactory to well- receive from their scholars mere repetition to questions, as they may stand in text-bool of intelligent thoughts, the practical app to be understood and illustrated. And su our teachers for the past year. It was pl conduct their daily exercises and public e: dependence on text-books.

The character of teachers and schools l under patronage of the legislature, from Normal Schools. The normal schools and influence on other institutions and on oth of similar modes of instructing. In s] Boutwell says : " We have great faith th and its connections, will be extended till normal teacher." Of the general preval teaching, we have no doubt. There were, normal schools were established ; teacher their scholars on the principles of those sc

Too many engage in the teacher's profes fications. There are not a few now empl well to retire from the work for a time normal school, or at a seminary founded c ing purpose of which establishments being of teaching, of *qualifying* teachers in the a

instructing common schools most judiciously and most effectively. And there are those who, after instructing for a time, have retired from the employment and entered as scholars, the normal schools, or put themselves under direct normal influences. For this we commend them. Their example might often be wisely and advantageously followed.

Special preparation is requisite to attain excellence in any art or profession. To quote from a work of high authority, "It is too late to say that those who have been trained at a normal school cannot teach better than those who have taken no special pains, and have incurred no expense to prepare themselves for their work. We may as well say that a young man will succeed well in any art or trade without serving an apprenticeship with some skilful mechanic, or that a professional man will succeed in his profession, as that a young man without special training will make as good a teacher as one that has spent a year at a normal school."

To young persons in this town who intend to become teachers—and there are in our schools fit subjects for teachers, male and female—the Committee would recommend preparatory instructions at normal schools, or at seminaries under normal rules and instructions. Higher qualifications in many teachers, and more thorough teaching are necessary to raise the common schools to their desired elevation.

RANDOLPH.

The past year has been one of more than ordinary interest to the citizens of this town, as regards the subject of schools. The opinion prevailed generally, last spring, that something should be attempted in order that the management of the schools might be more judicious, and that their standard should conform to the requirements of the age. A committee was therefore chosen at the annual town meeting, to propose such changes as might be desirable. This committee recommended that the school districts be abolished; the town purchase and own all the school-houses; the school committee have the whole charge of the schools and school-houses, and of providing teachers; also, that the school committee be increased to the number of thirteen for the present year. They recommended in addition the graded system, and the establishment of three grammar schools in different sections of the town, open to all the scholars in the town, of sufficient acquirements, and the erection of two new buildings, to accommodate those schools. The citizens, with great unanimity and zeal, adopted the report of the committee, chose the additional members of the school committee, and authorized them to proceed at once to carry the recommendations into effect.

Your Committee subsequently appraised the several district school-

that within a given time he has been doing something. He has time to carry classes through an entire range of studies adapted to their probable necessities, and thus to fit them, so far as school instruction and training can fit them, for the common business of life. The committee of a certain town in Essex County makes this remark: "Several valued teachers have been in our service many years—one who has become a veteran in it having occupied the same post of duty over twenty years, and carried forward his school, in a course of progressive elevation, from the beginning till now; having been, in multiplied instances, the teacher of teachers; and having raised up around him a generation of intelligent men of business, whose lives attest the value of his labors." What can add to the cogency of this statement? Further: the longer a good teacher remains in a school, the more does he govern it by the force of his character, and the greater moral influence does he exert upon *its* character. Long and successful teaching in one place procures for him the confidence of pupils and the respect of parents. He identifies himself with the town, of which he becomes a citizen, and feels with more force the motives to professional fidelity, because he expects to witness and to share *its* results. The same reasons that lead a community to provide a permanent physician or clergyman, should induce them to provide a permanent school-teacher.

We invite the attention of the town to the subject of absences and irregular and unpunctual attendance of children at school. Over these things the teacher has little or no control. His business is in the school-room. He cannot go out into the streets and compel them to come in. His office is not that of a policeman. The conviction has been repeatedly forced upon us, that trifling and insufficient excuses have been allowed for habitual absences; that the wishes, instead of the interests of children are consulted; and that many little circumstances, which would not detain parents from their usual business, keep pupils from school. The employment of a teacher implies a promise to furnish scholars. It is unjust to hold him responsible for the character of the school while the attendance of the pupils is irregular. Indeed, in this, as in some other things, the discipline of a school, for example, the blame is often placed where it does not belong. Parents should resolutely oppose the specious pleas for absence which idle children proffer, and should insist upon attendance through the whole day.

TAUNTON.

Your Committee would be glad to convince their fellow-citizens, that several reforms in our school system, which have been recommended from year to year, would greatly tend to the improvement and prosperity of our schools. Could we succeed in this, we should feel that we had rendered an important service to the cause of education, and the welfare of our youth.

In a report which we had the honor to submit to the town two years ago, two changes were earnestly recommended, viz.: *the selection of the teachers by the school committee*, and *the gradation of the schools*, at least in the central, and other populous sections of the town. In that report, the manifold and great advantages to be anticipated from these changes, were amply discussed.

In the report presented by the school committee, last year, the first of these changes was again recommended, and the arguments urged in its favor the previous year, were ably reiterated. Appended to the published report of one year ago, is the report of a special committee of the town, in which the second of these reforms,—the gradation of the schools in the populous districts, is warmly recommended. The plan suggested in that special report for the consolidation of the central districts into one, with a system of graduated schools, receives our hearty concurrence, and commends itself to the careful consideration of the inhabitants of those portions of the town. Your Committee do not intend to offer extended remarks upon these proposed changes. The desirableness of their early adoption has been fully discussed in previous reports.

PLYMOUTH COUNTY.

DUXBURY.

One great source of evil to our schools has been the frequent change of teachers, and the evil affects both teacher and scholars.

It is impossible for a teacher to succeed well, who is not acquainted with the dispositions and capabilities of the scholars; and this knowledge cannot usually be obtained in less than one term, when the teacher is just prepared to proceed successfully in his arduous labor. Nor can a

or two to the serious aim of helping them on in their education, would not wiser heads than the children's be apt to reason much as they do, that it is all one with their parents, whether they grow up educated or in ignorance? But let the children once see, by their actions, that their parents attach an importance to their advancement in education, commensurate with their need of it, and they will wake up to the subject of learning at once, and pursue it with a zeal altogether new. Let parents act in this matter as they do in other things of less importance. How much time, and thought, and attention, do parents who neglect the schools, often devote to matters connected with their children, of comparatively trifling importance, and yet think the time well spent. Here is a father, who engages an artist to paint the picture of his child. He wishes it well done, that it may serve as a memento and as an ornament for the parlor, and he pays the artist liberally. How many times is it probable, that he will visit the artist's room to note the progress of the picture, and see whether it is painted according to his engagement? If he has leisure, he will happen in every day or two, and very likely, also, take one or more of his friends to inspect the painting. If he is pressed with business, a dozen times may be the extent of his visits to the artist's studio. "Outsiders" would probably commend the interest which he took in his children. But would they do this, if they knew that he was one of those fathers, who, forgetful that cultivated intellects in their children are the highest and most enduring ornaments of parents, are never seen inside of the school-room, where, not the faces of the children are being painted, but the more precious minds are being moulded into the characters which they are destined to wear through the unknown ages of their immortality? It is "passing strange," that parents, who love their dear ones with undoubted affection, can so neglect to exhibit an abiding interest in the culture of their minds, that live forever, and yet devote so much care and forethought to the welfare of the "muddy vesture of decay," which encases them!

HALIFAX.

In obedience to this requirement, the Committee in their report of last year, urged upon the town the adoption of what seemed to them, a measure of great importance to the schools, and gave their reasons for the change they proposed. A vote was passed by the town, the effect of which was to place the schools entirely in the hands of the superintending committee, making the whole responsibility to fall upon them, instead of dividing it as formerly between themselves, the prudential committee, and individuals of the district, verifying the truth of the adage, "what is every-body's business often proves to be nobody's."

ment. They should be under the supervision of one person, who should feel the whole responsibility. Like the Board of Education, the secretary is the responsible, the working man, the other members advisers. So the superintendent should be the responsible, the working man, and the school committee advisers. And further, a member of a school committee, however liberal may have been his education, finds upon the threshold of his official life, that a great work of preparation is necessary, which he cannot find time to make. It is not enough that he has a pretty good knowledge of the branches taught in the schools, but he should have a knowledge of the best possible method of teaching them. For this he feels the need of preparation.

The knowledge of the art of teaching, which is now occupying the attention of some of the best intellects of the age, is where he feels his incompetence most sensibly. The first year of his official life he but gets an acquaintance with all the schools, the scholars and teachers, begins to discriminate between teachers, sees the wants of the schools, begins to make suggestions and devise plans, and be of some use to the schools, when he finds the subject is becoming interesting to him and is absorbing too much of his time and he must leave it. Or, perhaps what more frequently happens, his fellow citizens, in their wisdom, will have anticipated his resolution and kindly resolved to leave him. In either event it amounts to the same thing with the welfare of the schools. A new board comes in, the same process goes on, with the same results, year after year. A great many more reasons can be readily given why school committees cannot profitably conduct our schools under the present arrangement, but we trust we have said enough to bring the subject of employing a superintendent fairly, if not forcibly, to the consideration of the town.

SCITUATE.

In passing from the great experiment of the past year, in which we have in fact been trying the two plans now more especially before the town—the one central and the two grammar school plans—we cannot but mention, without comment, some of the more prominent arguments in favor of the former—the one central high school plan. The chief design of the experiment seems to demand this. We may say then, after long and careful examination of the subject:—

1. It will be the most economical plan, costing less both for teachers and school-houses, in the end.
2. It gives nearly twice the advantage, in grading the schools, providing for three grades at the harbor and two in the rest of the town.
3. It relieves the harbor section of over-crowded schools, and will

past year, and the evil does not stop there. If those who were in fault were the only sufferers, it could be better endured; but the injury extends to the whole school; classes are deranged, the plans of the teacher thwarted, and lessons must either be passed over superficially or nominally, or else a double tax is imposed upon the time and patience of the teacher. Would parents once seriously reflect upon this matter, we do believe they would endeavor to correct a wrong which produces only evil to their children and evil to the school, and that continually.

It is frequently said that our schools are not governed with sufficient strictness, and in the aggregate this may be true; and this irregularity of attendance is one of the causes which contribute to such a result. But it seems to your Committee that many who make the loudest complaints of this want of government, are not always sufficiently careful to see whether the blame lies exclusively with the teacher. Are we always careful to send our children to school, prepared to comply cheerfully with all the reasonable requirements of the instructor, and made to feel that any failure to do so will be met at home with decisive censure? Are we always careful not to speak of the teacher in the presence of our own children, or those of others, in a manner calculated to impair their confidence in, or their respect for that teacher? If we have not done the one, and refrained from the other, it is not too much to say, that we are in part responsible for any disorder or disobedience that may occur. We are aware it will be said that it is the teacher's business to govern the school; true, but no more imperatively than it is the duty of parents to see that their children are governable.

"We think that in this matter we are apt to throw too much responsibility upon the teacher, unmindful that we too have duties to perform. Parents should become acquainted with the teacher, should inform themselves of his mode of discipline and instruction, and co-operate with him in carrying out his plans of improvement. The control of rough, unruly and disobedient children ought not to be thrown wholly upon him. Parents and guardians should share the labor and responsibility, and, instead of petulant complaint and constant fault-finding, take hold with the teacher, as his ally and friend, and by a hearty and healthy home influence, render all needful assistance in maintaining wholesome discipline." *

In connection with this, we would earnestly urge upon parents the importance of more frequently visiting the schools. In very few cases do we find on the registers indications of their presence, excepting at examinations, and in some districts not even then; but if half the benefit

* This paragraph, and the substance of two on the next two pages, are from a Report by Rev. W. D. TILDEN, of Walpole, N. H.

society, and the basis upon which the republican constitution is structured.' That there is but an imperfect compliance with this requirement, is painfully apparent. We see evidence of it at every turn. We have, during the past year, in more than one instance, and at more than one school, heard the merry shouts of children at play, mingled with obscene jests, and profane oaths, and this with a boldness and recklessness which was sufficient to convince us it was no recent accomplishment. It may be seen in the vulgar and indecent marks upon the benches and walls of our school-houses; in the frequent invasion of the rights and property of those in their vicinity, in a lack of truthfulness, and a disregard for the rights and feelings of others. These and many other indications equally significant, impress us with the fact, that in our schools moral culture has been deplorably neglected. We would urge, therefore, a new and vigilant fulfilment of that requirement of the statute which relates to the moral training of our youth. We believe it to be matter of pressing importance. 'We believe that any thing else had better be neglected than this. If either the intellect or the moral nature must suffer, we say undoubtingly let it be the intellect. A man may be a good and worthy citizen, a blessing to himself and to the community, with very limited intellectual culture; but without moral principle he is a curse to himself, and a scourge to society. But there is no need to neglect the intellect. The two should not be separated; they can be best cultivated together, and made to give each other mutual strength and support. All we urge is, that moral culture should take the place it deserves, the place assigned to it by the statute.'

We are fully aware that very much depends upon the character of the teacher, in enforcing moral truth; but we hold that no person is qualified, in any proper source, to teach a school, from whose lips such instruction would not properly and gracefully proceed. No acquirements, however brilliant, no ability, however great, should be admitted as the slightest compensation for want of moral character; and hence we feel that it is of the highest importance to the prosperity of our schools, that reference should always be had to this matter in the selection of a teacher.

WAREHAM.

It appears to us that there are some opinions prevailing among the people, and a neglect in parents, which have a tendency not to advance the object of common schools, but to counteract their benefit. It has been of late years too exclusively the object to improve the mental powers of the children; and as we think, there has been too much neglect in government and moral culture. Children at an earlier age than formerly, are taught to read, write, and cipher, and various other branches of

cated do not. If they mean by education what the statute designs it—not only the acquirements of learning, but also a moral training—there is much truth in the statement; but unless children and youths are instructed at home and in school in the principles of sobriety, industry, frugality, chastity and temperance, any acquirements in the arts and sciences will be of little profit to them. Mere learning without the principles of moral instruction does not make a person less liable to commit crime. It only enables him to commit crimes of deeper dye, and gives him greater tact to evade detection.

Every parent has at heart the well-being of his children, and even the most vicious and depraved father desires that his children may grow up and become good citizens. He will vote to raise a large amount of money for the purpose of education; perhaps he may say he has nothing else to give them. Yet he can, if he will, give them habits of industry, temperance and frugality, and the other virtues, which are worth more than money; as we have melancholy instances to show of how little value money is to the young who do not possess those traits of character. After town meeting is passed, see what too many fathers do, and what they omit to do. They do not set habits of sobriety and temperance before their children. They do not set habits of industry before them. They do not set good examples before them. They do, by example, teach them profanity, and sometimes obscenity. They teach them disobedience to themselves and others; they permit their children to roam where they please, when they please, and learn what they please; and you will find in this way the children have acquired a good stock of bad language and bad habits.

A school in the district is then opened. The scholars come together; some brought up at home in the way they should go, and others in the way they should *not* go. The latter, not having been obedient at home, are restless and disobedient to the orders of the school; not having been taught industrious habits at home, are not inclined to any application to their studies and want to spend their time at school as at home—in idleness. With such, your teachers have a great trial—for it is not unfrequently the case that the parents of such children think them to possess the attributes which the subjects of monarchies apply to kings—"they can do no wrong." If a teacher punishes them in a reasonable manner, he is threatened with a prosecution, and sometimes the threat is carried into execution; or, if this is not the case, the tongue is employed to render the teacher unpopular. For this reason, teachers shrink from a proper discharge of their duties.

As the object of common schools is the educating of children and youths to make them good citizens, which is the only foundation of our republican government, it is the duty of every father and mother to

not be in much better condition than they now are, until a different system from the present is adopted.

That our schools are improving in usefulness under the present system, we do not pretend; and it is evident that much of the money paid for the support of schools is literally wasted. We do not get our money's worth. Who then can doubt the utility of adopting a different system?

DENNIS.

Of female teachers, we have in this town a large number that are excellent. Indeed, we have more of this class of teachers than there are schools, which necessarily creates a degree of competition and rivalry among them for employment; and it is very common to see a degree of favoritism on the part of prudential committees in engaging them.

To obviate, in some degree, this objection, we would suggest the propriety of retaining the selection of teachers in the hands of the superintending committee of the town. It belongs to them now, unless the town, by a special vote, takes it out of their hands, and places it in that of the prudential committee of the several districts. This the town of Dennis has heretofore done. Probably on the principle that until a year or two past, there has been more money contributed by the several districts to prolong their schools, than was appropriated for that purpose by the town. In other words, the districts, as such, paid more for the support of schools than did the town. Such being the case, it was perfectly right that they should have the selection of their own teachers. This state of affairs is now reversed. The town now pays more than half the expense, and, we think, should retain the selection of teachers in its own hands. It would lead to a greater uniformity in the wages of teachers, and of the expenses of the schools generally. Would do away, in a great degree, with the system of favoritism, and would fix the responsibility of having a good school, on one committee, where it is now divided between two—one to engage, and the other to approbate, and particularly it would relieve the superintending committee from the embarrassment of having always to decide on the qualifications, and sometimes to be under the necessity to dismiss from employment a teacher who was engaged by another party.

EASTHAM.

There will always be a liability of having poor teachers, and, consequently, poor schools, so long as the duty of engaging teachers devolves on prudential committees. The arguments against pursuing this course have been so often and so fully presented, and the advantages of a differ-

ent course are so apparent to those that wish to see them, that it need be said now on this subject. We do not suppose that this will entirely cease, if the general committee is allowed to employ teachers; but we do suppose that they are, or ought to be, much more acquainted with good teachers than prudential committees are, and that they will be able to make better selections.

Changes in our school system have been recommended in the reports of school committees, in years past, and the matter has repeatedly been made a subject of discussion in town meetings. Yet we feel that we shall not perform all that is required of us, if we do not call your attention to that subject again. With examples of graded schools before our eyes, and the superiority of such schools, over those like ours in our care, the old system is continued. And we are not only losing the loss of the benefits that result from graded schools, but we are also laboring under the disadvantages incident to an unsettled opinion of the public mind. We admit that this town is not so favorably situated for the union of districts, or the establishing of a centre school for large scholars, as may be desirable; but we think that the advantages that would be enjoyed under such a system, would more than compensate for any inconvenience that would arise from its adoption. By continuing our present plan, we are perpetuating a system that keeps our schools behind the age, and deprive our youth of the benefits of mental culture, that are possessed in other communities.

FALMOUTH.

Were we to divide the teachers who have been employed in our public schools the past year into three classes, according to their qualifications as teachers, we should reckon one-fourth of the whole as first class, one-fourth as second class, and one-fourth as third class teachers. Under this arrangement of numbers, it will appear, that according to the opinion of those who ought to be the best judges in the matter, we have but a small number of first-rate teachers for our public schools.

To the importance of unwearied care in the selection of our teachers, the report of your Committee last year called especial attention. The suggestions then made seem not to have resulted in much good, we deem it important to call your attention again to the subject.

We do not say that the surest way of obtaining the largest number of the best teachers for our public schools, would be to put the matter into the hands of the school committee, but we do say, that those who have the important duty intrusted to them of selecting our teachers should seek the advice of the Committee; and such advice should be followed.

sought early, that there may be sufficient time to go abroad for teachers, if those of the right stamp cannot be found at home.

In employing strangers to take charge of our schools as instructors, the greatest care should be used, the best possible evidence required that we are to have such persons as we are in pursuit of; for it would be at too great a risk to put into our school-houses those to educate our children, of whose ability to do it wisely we were not already satisfied.

It is the business of the superintending committee to seek such information relative to the qualifications of candidates to instruct in the public schools when their assistance is sought, but it ought to be understood, that after the teacher is engaged, and the conditions of contract made, it is in most cases too late to seek advice; for the reasons against approving individuals to teach under such circumstances must be very strong indeed to warrant a refusal of such approbation.

SANDWICH.

Another obstacle in the progress of our schools is the district organization and jurisdiction. All distinguished educators agree that this is an evil, and only evil. No good can come out of it, but much harm.

1. It is expensive. It needlessly multiplies schools, and interposes an insurmountable barrier to their condensation. A school of twenty scholars, taught four months by a female teacher, costs, at the lowest estimate, \$100—\$5 for each pupil. A school of one hundred pupils, taught by one male and one female teacher, for the same length of time, would not cost above \$275—\$2.75 for each pupil. Besides, the latter school is immeasurably superior in its advantages in every respect.

2. It does not admit of graded schools, except in a few favored districts where the scholars are numerous. Graded schools can be taught much more economically than others, besides furnishing a vastly superior education. Can there be a worse economy than to employ a teacher at the rate of \$40 per month, to teach the alphabet? In a graded school this is the employment of a female who receives a corresponding compensation.

3. There is an urgent and increasing demand for a higher grade of scholarship than can be met by the present common school system under the district policy. Certain elementary branches are required by law to be taught in the public schools, and if one teacher only is employed for each district, the higher branches must either be very superficially taught, or entirely excluded. Hence, many scholars desirous of pursuing their studies further, abandon the public schools at an early age, and just when tastes, habits and capacity fit them for the most advantageous

application and progress in scientific pursuits. Most of these young men never avail themselves of instruction in private schools, and their education must be abandoned. During the past winter many of this character have come under the observation of the Committee.

4. School-houses are generally small, badly designed and inconveniently arranged, destitute of taste and comfort, without means of ventilation; many of them entirely destitute of outbuildings, conveniences, and many more far advanced in process of decay. Repairs will be postponed as long as possible, and when made, the burden falls unequally, and with especial severity upon the temporary residents of the district, who are generally poor. Small repairs are particularly inconvenient, for they must be often made, and the expense must be met by a fund previously raised, (which is seldom the case,) or by a subscription, which is attended with trouble, delay and expense. The temptation is strong and almost irresistible to include the expenses for repairs under a fictitious caption, and charge the same to the district. Probably not half the school-houses in the town are sufficiently large to accommodate all who wish to become pupils. In such cases the older pupils must give place to the younger, and thus sacrifice all opportunities of further pursuing their education, just when they might pursue it most profitably. It does not seem to be generally known, or practically recognized, that every man, woman and child is entitled to a common school education. No one, whatever be his condition, should be rightfully excluded.

5. The superintending committee cannot adopt so high a standard for the qualification of teachers as they desire, and as the interest and needs of the schools demand. Candidates for teaching appear before the committee on the eve of the time fixed for the commencement of the school year, and do not always give satisfactory evidence of their capacity for teaching or governing the particular schools for which they have been recommended. But what can the Committee do in such cases? If they reject a candidate, it is the occasion of great disappointment and vexation to the district, as well as to the prudential committee and the candidate; the lateness of the season may render it extremely doubtful whether a new teacher can be procured. If the Committee had the power to examine the candidates in the several schools, all parties might probably be relieved from such an embarrassing position. For candidates sometimes generally possess qualifications better fitting them for some schools than for others—acquiring themselves with credit in certain schools, and failing totally in others. Peculiarities promising success or failure are frequently employed to the advantage of both teacher and district, if the committee possessed the requisite authority. As it is, they must either grant a certificate for a particular school, or reject the applicant.

apparent that the committee must sometimes compromise their judgment of official duty, by the interference of imperious circumstances.

These are only some of the embarrassments resulting from the district system, and which may easily, and without expense generally, (except when a new school-house is demanded,) be removed or greatly mitigated by abolishing that system.

YARMOUTH.

At the annual town meeting in February, 1854, full power was given to the School Committee, to unite districts or abolish any altogether, to select and employ teachers, and manage all the prudential affairs of the schools.

Your Committee took an early opportunity to recommend to the town, that three new school-houses should be built, sufficiently capacious to accommodate all the children of the place. At a town meeting legally called in the month of April following, the town voted to build three school-houses, as suggested by the Committee, at a cost of fourteen thousand dollars, and chose a large building committee to carry that vote into effect within eighteen months. That committee have so far discharged their duty, as to present to their fellow citizens one of the proposed school-houses, finished and furnished, in a very satisfactory manner, as we believe it is agreed by all concerned. They have also contracted for the building of the other two, on or before the first of September next. In the school-house which is completed, the School Committee have established three schools upon the graded system, under the superintendence and instruction of three experienced and competent teachers.

The graded system is a new feature in the management of the common schools of Yarmouth. It may therefore be expected at this time, that your Committee should state briefly what are supposed to be the merits of this system, and explain what is likely to be its practical operation. Of course the system has not yet been so fully tested among us, that we can say much from our personal experience. We are now ready to test it in future years. Your Committee, however, know enough of its practical operation in other places, to recommend its adoption throughout the town as speedily as possible.

The advantages of the system are numerous and great. Under our old methods, large and small pupils were mingled promiscuously together, without any regard to their comparative age or attainments. In this way, there has always been a lamentable want of system, and a dreadful waste of time. Classes have been multiplied to an amazing extent, and all the operations of the school have been involved in inextricable confusion. Now, under the graded system, scholars of the same age and qualifica-

will have far fewer classes, and far more time to bestow upon each class. Thus his explanations and discussions with his classes will be fuller and more particular.

The graded system will save much expense to the town. Not more than half as many teachers will be needed. A teacher can govern and instruct sixty graded scholars better than he can thirty not so disposed. Books will not be changed so frequently. In the opinion of your Committee, the same, or perhaps a greater number of children, may be better educated, by expending, under the new system, three-fifths of what it would cost under the old.

On other accounts we are satisfied that the working of the new system will be more economical, as a saving of both time and money. The building of school-houses, the support of the schools, the selection and payment of teachers, will now be a duty of the town, and will be in the hands of a single board. The schools are placed upon the same footing as the construction and support of public highways, the maintenance of the poor, and the municipal affairs of the town in general.

The old system, as is well known, was complicated, and attended with great inconvenience. The town annually raised the money for the support of schools, but the districts expended it, furnishing the school-houses, and employing the teachers. Often, from the want of system and attention in the school districts, the town appropriations were wasted in school-houses, unfit for the purpose, and upon teachers incompetent to teach.

The new system is a fair and just one. Every man is taxed according to his property for the school money, and has an equal voice with every other in the selection of the School Committee, who are the town agents, to see that the money raised for the purpose is expended in the best possible manner, for the purposes designed.

The great excellences of the system are expressed in the political and commercial, as well as business axiom, that division of labor is the true and only way of accomplishing any thing cheaply and efficiently. The scholars are arranged where they will assist, and not perplex and confound each other; the teachers are relieved from the drudgery of doing a vast many things for a few scholars, and they can instruct a great number in a few branches, with a much less expense, and much greater efficiency and advantage.

In view of all these considerations, your Committee venture earnestly to recommend the graded system to the approbation and support of the town. Let an intelligent, judicious and efficient committee be chosen to carry it into operation as fast as possible. Then the poorest and humblest citizen can place his child at an early age in the primary school. Thence he will advance, step by step, as his faculties are developed, and his boy

A P P E N D I X.



APPENDIX.

THE following pages present an Abstract of the Returns made by School Committees, for the school year 1854-5; also several Graduated Tables founded on the most important facts returned. The annual returns for two or three years past, have been unusually full and complete. Probably no statistics derived from returns made to the State Department under authority of law, and embracing such a variety of facts, are more worthy of confidence, or present more just views of the matters reported.

The amount of school money raised by tax is a matter of public record and can be definitely ascertained in every case. That it is generally returned with entire accuracy is not to be doubted. This item alone is of sufficient value to compensate the labor and expense of procuring the school returns. It is more important than all the rest returned, from the conclusions drawn from it, while it is the most accurate. The sum raised by taxation, and the number of children between five and fifteen years of age, are the facts embraced in the certificate which is attested under oath by the committees, and are the principal basis of the Graduated Tables which follow the Abstract of Returns. These tables, therefore, especially the two first series, rest mainly on the surest data, while they exhibit the most instructive and useful aspects of our Common School System. That they are highly valued for the interesting results they present and for their salutary influence, is manifest from the reports of committees, and from the testimony of the most intelligent promoters of popular education in this and in other States.

These statistics also furnish data for other tables or other important conclusions which may hereafter be formed from various comparisons and processes of calculation. They are a repository of facts which may be used for obtaining useful results in future by those interested in such investigations.

The original returns just as they come from the hands of the committees are bound in one volume each year and preserved in the archives of the State. As a summary of the most essential facts pertaining to public schools, and presenting a continuous and compendious history of every town and city, they are of inestimable value. Their importance in coming years as sources of history cannot now be overestimated.

The returns are still defective in respect to private schools. Teachers of such schools often refuse to report the information required because their schools are private establishments, and not under the control of school committees. If registers are not kept, and correct returns are not furnished, the committees must return a mere estimate of the number of private schools and the amount of tuition paid in them, which is probably more correctly returned than the attendance. These returns are various as to character and length, and the attendance returned is generally the estimated average in all the schools, given in one volume without reference to the period they have been severally kept. A majority of the schools returned as private are evidently those kept open for a short period after the public schools are closed, to provide for instruction in addition to those of the Common School, and to substitute for them. The number of children attending exclusive private schools is a *very* small proportion of the children of the Commonwealth.

ABSTRACT OF SCHOOL RETURNS.

SUFFOLK COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Summer. Males.	Summer. Females.	Winter. Males.	Winter. Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Boston,	136,881	\$213,310,067 00	218	22,376	22,901	19,008	19,066	1,885	635	24,289	54	362	52	362	980.03	1253.14	2223.17
Chelsea,	6,701	3,475,161 00	18	1,645	1,600	1,407	1,400	123	60	1,710	2	30	2	30	121	121	242
N. Chelsea,	935	801,944 00	2	130	118	110	98	17	6	137	1	1	1	1	11.05	11 05	22.10
Winthrop,	-	-	2	60	70	48	44	4	6	60	-	2	1	1	12.13	7	19.13
Totals,	144,517	217,587,172 00	240	24,211	24,689	20,723	20,608	2,029	707	26,196	57	395	56	394	4.14	5.16	10.10

SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which may be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. scholars in unincorporated Acad's and Private Schools.	Aggregate paid for tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Boston, .	\$114 28	\$32 14	\$243,508 00	-	\$6,000 00	\$375 00	-	2	64	-	49	1559	\$127,380 00	\$5,808 96	City Treas.
Chelsea, .	113 63	22 86	10,000 00	-	-	-	-	-	-	-	2	-	-	358 32	Pub. Schools.
N. Chelsea, .	50 00	18 75	1,000 00	-	-	-	-	-	-	-	-	-	-	30 00	"
Winthrop, .	42 62	19 63	500 00	-	-	-	-	-	-	-	-	-	-	12 48	"
Totals, .	\$80 13	23 31	\$255,008 00	-	\$6,000 00	\$375 00	-	2	64	-	51	1559	\$127,380 00	\$6,209 76	

SCHOOL RETURNS—1854-5.

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	9,572	5,300,069	55	25	2,535	2,446	1,312	1,258	-	80	2,875	7	31	7	29	228	228	476
Newburyport, .	3,274	672,410	07	7	548	553	419	445	62	235	790	-	10	6	4	39	32.18	71.18
Rockport, .	1,075	456,089	37	6	229	195	166	126	30	18	244	-	6	1	3	24.06	14.06	38.12
Rowley, .	20,264	13,054,738	70	43	3,137	2,925	2,926	2,730	175	80	4,350	8	62	8	62	236.10	236.10	473.
Salem, .	3,100	1,033,461	83	13	680	238	444	224	56	46	684	3	10	7	6	61.09	38	119.09
Salisbury, .	1,552	491,917	50	7	358	307	251	221	22	14	339	-	7	1	6	34.15	32	66.15
Saugus, .	-	-	-	5	245	264	190	195	8	-	253	1	4	1	4	28.03	28.02	56.05
Swampscott,†	1,170	468,981	30	4	184	203	112	130	14	35	242	-	4	4	-	16.06	14.08	30.14
Topsfield, .	977	354,409	00	5	152	212	127	175	20	20	238	-	5	3	2	20.07	15.11	35.18
Wenham, .	1,746	578,671	10	8	193	386	158	301	36	62	363	-	5	5	3	10.15	27	43.15
W. Newbury, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
N. Andover,‡	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
S. Danvers,§	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals,	131,300	56,556,466	89	446	23,780	24,404	18,417	19,168	1,635	2,206	29,501	63	435	176	339	4.19	4.11	9.10

• Including N. Andover. † Including S. Danvers. ‡ Population and Valuation included in Lynn. § New town. Included in Danvers.

ESSEX COUNTY—CONTINUED.

[illegible]

SCHOOL RETURNS—1854-5.

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	58 58	15 24	11,000 00	-	65,000 00	3,750 00	-	1 110	-	8	100	1,600 00	539 52	Pub. Schools.
Newburyport, .	40 00	17 43	2,500 00	-	-	-	-	-	-	5	130	452 00	188 64	"
Rockport, .	20 00	20 00	700 00	55 00	-	-	-	-	-	2	60	50 00	48 24	"
Rowley, .	70 50	19 33	21,745 00	-	-	-	-	-	-	24	632	8,868 00	1,027 20	"
Salem, .	32 00	15 10	2,500 00	-	-	-	-	-	-	2	70	83 00	167 52	"
Salisbury, .	40 00	19 68	1,645 00	-	-	-	-	-	-	1	9	640 00	59 52	"
Saugus, .	44 00	17 04	1,500 00	100 00	-	-	-	-	-	1	70	1,120 00	67 68	"
Swampscott, .	32 50	16 00	725 00	-	-	-	-	-	-	1	33	345 00	51 84	"
Topsfield, .	34 40	14 61	800 00	-	-	-	-	-	-	-	-	-	95 52	"
Wenham, .	36 20	17 60	1,150 00	159 80	-	-	-	-	-	-	-	-	-	"
W. Newbury, .	-	-	-	-	-	-	-	-	-	-	-	-	-	"
N. Andover,*	-	-	-	-	-	-	-	-	-	-	-	-	-	"
S. Danvers,†	-	-	-	-	-	-	-	-	-	-	-	-	-	"
Totals, .	42 85	17 62	142,020 00	369 80	196,815 00	11,448 90	1,182 93	8 695	9,490 00	94	2969	24,570 00	6,242 40	

* New town. Included in Andover.

† New town. Included in Danvers.

SCHOOL RETURNS—1854-5.

xiii

	33,383	16,866,919	10	63	7,823	7,224	4,217	4,433	1,136	675	6,064	19	85	315	315	315	330
Lowell, . . .	3,520	1,731,662	40	13	940	895	583	623	40	70	841	3	11	12	62.14	64	126.14
Malden, . . .	2,941	1,172,267	00	16	653	704	618	654	51	175	712	2	14	8	38.16	49.09	88.05
Marlborough, . . .	3,749	2,409,333	00	12	771	785	642	670	—	66	903	4	11	4	72	72	144
Medford, . . .	1,900	505,098	00	8	400	378	300	295	21	19	369	1	6	1	40	40	80
Melrose, . . .	2,744	916,210	00	14	641	682	520	568	56	90	642	1	15	4	58	58	116
Natick, . . .	5,358	3,157,340	00	22	1,017	1,077	811	873	29	110	1,100	6	20	7	110	110	220
Newton, . . .	—	—	—	5	225	212	162	140	25	29	220	—	5	1	4	15.01	36.19
N. Reading,* . . .	1,754	740,823	80	9	334	339	264	298	34	76	336	—	9	2	28	24.19	52.19
Pepperell, . . .	3,108	1,071,042	00	9	425	482	334	390	31	51	447	1	10	3	52	30.06	82.06
Reading, . . .	1,043	516,983	00	7	212	255	168	224	16	42	197	—	7	6	1	21.18	20.09
Sherborn, . . .	1,158	589,910	00	8	249	289	195	238	22	46	290	—	8	1	29	24.16	42.07
Shirley, . . .	3,540	2,102,631	00	14	1,054	1,095	674	748	108	78	983	4	5	17	73.04	73.04	146.08
Somerville, . . .	2,407	755,019	00	10	576	454	395	365	30	40	502	1	9	2	8	37.10	100.15
S. Reading, . . .	2,085	481,862	00	11	475	422	358	295	62	38	450	1	9	1	10	48.15	86.09
Stoneham, . . .	1,455	623,390	00	7	336	320	244	270	30	—	272	1	6	3	4	27.11	50.02
Stowe, . . .	1,578	915,867	00	5	293	389	223	287	38	97	343	—	5	3	3	18.09	36.01
Sudbury, . . .	1,042	616,308	00	7	218	209	152	150	21	22	228	—	7	1	6	28.10	54.15
Tewksbury, . . .	1,947	855,970	00	13	399	481	335	404	38	97	453	—	13	7	6	30.05	67.18
Townsend, . . .	799	492,830	00	7	152	151	109	128	10	34	186	—	7	6	1	21.09	39
Tyngsborough, . . .	4,464	2,778,446	50	16	872	839	689	662	55	81	929	2	17	4	15	89	174.14
Waltham, . . .	2,837	2,351,583	20	11	670	590	480	479	48	41	732	4	8	4	8	79.11	117.08
Watertown, . . .	1,115	479,084	00	7	234	273	198	236	24	45	224	1	6	1	6	21	39.10
Wayland, . . .	2,202	1,071,644	10	7	400	402	276	296	11	47	386	3	5	6	39	39	78
W. Cambridge, . . .	1,473	814,078	00	11	272	354	190	273	43	68	301	—	10	7	4	35.16	64.04
Westford, . . .	1,205	708,876	00	7	266	216	205	182	17	61	207	1	6	6	—	25.19	18.11
Weston, . . .	874	399,643	00	5	163	163	120	117	17	21	152	—	5	2	3	18.15	31.19
Wilmington, . . .	1,353	649,346	00	9	317	316	250	254	8	35	353	1	8	2	8	58.10	89.05
Winchester, . . .	3,956	1,962,577	00	15	767	739	577	599	75	99	903	2	14	4	12	64.15	129
Woburn, . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Totals, . . .	161,383	83,264,719	50	607	35,798	35,892	25,529	26,939	3,184	3,984	33,987	88	618	235	498	4.09	8.12

* Newly incorporated. Population and Valuation included in Reading.

SCHOOL RETURNS—1854-5.

xv

	80 30	22 68	50,000 00	-	-	-	-	-	-	6 399	2,240 00	1,413 36	Pub. Schools.
Lowell, ...	70 00	24 77	4,600 00	-	-	-	-	-	-	1 40	571 00	174 24	"
Malden, ...	43 78	19 86	2,280 00	100 00	-	-	-	-	-	-	-	170 16	"
Marlborough, ...	58 33	20 83	5,700 00	-	-	-	-	-	-	6 120	2,500 00	209 04	"
Medford, ...	55 00	20 08	1,962 22	-	-	-	-	-	-	-	-	79 68	"
Melrose, ...	66 25	19 32	3,500 00	-	-	-	-	-	-	-	-	141 84	"
Natick, ...	30 00	21 48	8,800 00	-	-	-	-	-	-	4 124	6,200 00	243 60	"
Newton, ...	32 62	15 87	1,200 00	10 00	-	-	-	-	-	-	-	-	Not received.
N. Reading, ...	43 33	18 96	2,500 00	-	-	-	-	-	-	1 15	400 00	79 92	Pub. Schools.
Pepperell, ...	37 50	15 20	1,050 00	-	-	-	-	-	-	-	-	99 60	"
Reading, ...	29 06	17 70	1,200 00	4 00	-	-	-	-	-	2 73	172 50	67 20	"
Sherborn, ...	75 37	26 11	9,920 00	-	-	-	-	-	-	3 25	132 50	211 68	"
Somerville, ...	54 00	17 67	2,800 00	-	-	-	-	-	-	1 40	24 00	118 08	"
S. Reading, ...	50 00	17 69	2,300 00	-	-	-	-	-	-	-	-	104 64	"
Stoneham, ...	40 75	17 70	1,200 00	-	-	-	-	-	-	-	-	67 68	"
Stowe, ...	41 22	17 13	1,100 00	-	-	-	-	-	-	2 49	189 07	81 12	"
Sudbury, ...	37 00	19 00	1,200 00	30 00	-	-	-	-	-	-	-	55 20	"
Tewksbury, ...	34 70	17 03	1,800 00	10 00	-	-	-	-	-	1 -	200 00	102 00	"
Townsend, ...	32 00	13 05	700 00	69 00	-	-	-	-	-	-	-	49 20	"
Tyngsborough, ...	61 53	23 01	6,300 00	-	-	-	-	-	-	3 95	1,700 00	213 36	"
Waltham, ...	68 18	21 02	5,800 00	-	-	-	-	-	-	-	-	144 96	"
Watertown, ...	57 14	18 80	1,250 00	30 00	-	-	-	-	-	1 35	-	53 52	"
Wayland, ...	54 16	17 32	2,825 00	50 00	-	-	-	-	-	2 40	800 00	82 80	"
W. Cambridge, ...	32 37	14 00	1,200 00	-	-	-	-	-	-	1 20	10 00	76 80	"
Westford, ...	37 33	16 05	1,250 00	-	-	-	-	-	-	4 64	328 00	51 84	"
Weston, ...	30 00	16 00	625 00	-	-	-	-	-	-	-	-	54 48	"
Wilmington, ...	64 90	20 32	2,800 00	-	-	-	-	-	-	-	-	64 32	"
Winchester, ...	71 35	21 95	4,647 00	25 00	-	-	-	-	-	4 180	400 00	221 76	"
Woburn, ...													
Totals, ...	46 98	18 68	219,812 06	790 13	85,882 32	2,343 50	136 01	12	807 12,152 75	77 2153	28,035 32	7,667 76	

SCHOOL RETURNS—1854-5.

xvii

Lanenburg, . . .	1,249	636,547	00	9	213	204	168	227	21	82	256	9	8	2	24.19	26.19	51.18
Mendon, . . .	1,300	668,839	00	8	200	240	136	182	18	42	250	1	7	4	19	22.09	41.09
Milford, . . .	4,819	1,144,721	00	16	1,226	1,379	791	944	146	161	1,226	2	16	2	84	92	176
Millbury, . . .	3,081	985,030	00	12	556	602	408	479	39	104	558	2	12	6	7	38.19	37.13
New Braintree, . . .	882	554,624	00	8	135	213	102	171	13	37	170	-	6	5	2	18.05	37.11
Northborough, . . .	1,835	625,596	00	7	200	287	156	236	10	59	255	-	6	4	3	18.05	31.14
Northbridge, . . .	2,230	627,979	70	11	389	443	278	348	20	59	466	1	8	7	4	20.14	61.08
N. Brookfield, . . .	1,919	651,332	00	11	389	455	309	388	23	74	422	-	11	4	7	32	65.05
Oakham, . . .	1,137	413,351	00	8	226	303	183	245	27	48	263	-	8	2	2	19.06	38.17
Oxford, . . .	2,380	955,645	00	11	441	515	310	305	64	92	610	1	10	7	4	28.05	62.08
Paxton, . . .	820	298,714	00	6	152	194	126	157	17	37	167	-	5	3	3	13.05	31.16
Petersham, . . .	1,527	792,077	00	14	270	347	223	313	28	78	317	-	12	3	11	32.05	63.13
Phillipston, . . .	809	383,141	00	7	170	191	146	163	5	58	119	-	7	6	1	16	33
Princeton, . . .	1,318	631,911	00	10	251	321	187	260	21	54	264	-	10	8	2	24.16	46.16
Royalston, . . .	1,546	751,008	00	13	278	373	245	313	35	84	316	-	13	6	7	27.13	60.13
Rutland, . . .	1,223	513,447	00	10	238	303	199	242	29	53	276	-	10	5	5	22.14	49.13
Shrewsbury, . . .	1,596	788,836	00	9	254	315	194	264	31	62	211	-	7	3	6	26	31.17
Southborough, . . .	1,347	598,407	00	8	256	289	197	267	24	27	287	-	7	4	3	23.15	50.05
Southbridge, . . .	2,824	1,131,673	00	13	553	596	398	462	39	92	619	1	12	7	8	45	89.02
Spencer, . . .	2,244	828,611	00	12	455	518	375	423	45	74	541	-	12	4	8	29.05	66.05
Sterling, . . .	1,805	801,310	00	12	309	445	248	347	33	93	390	-	12	9	3	30	63.11
Sturbridge, . . .	2,119	846,330	00	15	380	450	304	384	47	64	497	-	13	6	9	44.12	89.02
Sutton, . . .	2,805	977,822	00	14	414	495	329	393	44	98	539	-	12	7	6	32.05	68.00
Templeton, . . .	2,173	877,725	00	11	435	521	356	432	35	103	489	-	10	6	5	30.05	58.02
Upton, . . .	2,023	601,308	00	11	361	422	336	352	40	64	397	-	11	6	5	24.09	57.06
Uxbridge, . . .	2,457	1,129,366	50	13	520	508	388	372	65	46	638	-	17	6	6	44.15	82.15
Warren, . . .	1,777	686,831	00	11	277	343	212	243	14	45	389	-	11	3	8	35.16	68.13
Webster, . . .	2,371	801,934	00	9	425	507	298	308	7	46	580	2	7	5	4	42.15	84
Westborough, . . .	2,371	768,499	50	12	535	611	427	501	50	135	502	1	12	1	11	36	63.13
W. Boylston, . . .	1,749	531,117	00	8	347	374	277	311	33	43	411	-	8	3	5	36.12	65.12
W. Brookfield, . . .	1,344	528,764	00	7	182	240	138	181	27	55	303	-	6	4	3	20	22.09
Westminster, . . .	1,914	732,784	00	13	335	412	263	319	32	80	385	-	13	5	8	36.16	73.16
Winchendon, . . .	2,445	918,365	00	12	431	455	326	365	27	111	460	1	10	8	5	34	31.06
Worcester, . . .	17,049	11,085,506	70	35	3,330	3,348	2,176	2,427	336	396	3,845	4	56	7	54	185	356
Totals, . . .	130,789	55,497,794	00	674	24,796	28,372	18,817	22,376	2,445	4,439	28,377	25	633	315	394	3,03	6.05

SCHOOL RETURNS—1854-5.

xix

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HAMPSHIRE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1880.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
												Summer.	Winter.	Males.	Females.	Summer.	Winter.	Total.
							In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.	Mos. Days.
Anherst, .	3,057	\$1,187,267 00	16	565	524	458	438	37	76	657	4	15	6	7	61.16	39	100.16	100.16
Belchertown, .	2,680	830,356 00	19	406	638	324	479	30	112	586	—	16	9	10	50.10	59.10	110	110
Chesterfield, .	1,014	384,115 00	10	178	200	137	182	15	21	205	—	10	4	6	27.11	31	58.11	58.11
Cummington, .	1,172	375,196 00	10	204	254	156	213	18	53	211	—	10	5	5	31.16	30.06	62.02	62.02
Easthampton, .	1,342	434,564 00	6	160	151	133	135	7	16	225	—	6	3	3	24	19	43	43
Enfield, .	1,036	450,684 00	8	134	245	159	197	23	29	234	—	8	4	5	24	24	48	48
Goshen, .	512	178,995 00	5	100	97	79	77	20	8	108	—	5	1	3	18.15	11.05	30	30
Granby, .	1,104	395,537 00	9	185	209	140	180	12	20	200	—	8	1	2	27.09	29	56.09	56.09
Greenwich, .	838	228,570 00	7	151	199	126	170	11	43	142	—	7	1	6	20	21	41	41
Hadley, .	1,986	904,424 00	12	335	434	272	369	29	48	436	—	10	3	9	38.11	38.06	76.17	76.17
Hatfield, .	1,073	706,290 00	7	165	210	131	172	14	30	193	—	5	1	5	24.10	23.10	48	48
Huntington, *	756	241,678 00	10	225	258	163	203	18	34	237	—	9	4	5	30.10	25.14	56.04	56.04
Middlefield, .	737	299,904 00	11	150	152	132	117	12	27	173	—	11	5	2	33.09	25.09	58.18	58.18
Norhampton, .	5,278	2,504,144 00	25	1,076	1,064	708	779	35	84	1,182	2	25	5	23	100	108	208	208
Pelham, .	983	214,606 00	8	174	202	132	167	17	25	166	—	8	5	3	21.11	16.03	37.14	37.14
Plainfield, .	814	286,006 00	10	129	144	94	105	20	32	131	—	10	6	4	30.03	28.10	58.13	58.13
Prescott, .	737	253,561 00	6	115	181	99	152	8	34	201	—	4	4	2	13	15.11	28.11	28.11
South Hadley, .	2,495	633,482 00	11	373	409	255	337	17	57	413	1	10	2	10	33.16	34.16	68.12	68.12
Southampton, .	1,060	377,282 00	8	167	224	124	184	12	28	232	—	7	3	5	25.05	26.10	51.15	51.15
Ware, .	3,785	1,108,228 00	15	528	628	418	509	53	62	556	2	14	6	9	62.15	45.05	108	108
Westhampton, .	793	211,777 00	5	100	100	60	70	5	10	110	—	5	1	2	18.15	11.05	30	30

SCHOOL RETURNS—1854-5.

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HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board and fuel.	Amount of money raised by Taxes for the support of Schools, including only the wages of Teachers.	Amount of money raised by Taxes for the support of Schools, including only the wages of Teachers, and fuel, etc., voluntarily contributed for Public Schools.	Amount of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenues, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. Scholars in Incorporated Academies.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Amherst, .	\$37 24	\$2 50 00	\$2 50 00	—	\$600 00	\$36 00	—	1	40	\$720 00	1	20	\$150 00	\$150 24	Pub. Schools.
Belchertown, .	29 00	1,800 00	1,800 00	\$125 00	—	36 00	—	—	—	—	4	83	158 00	145 44	"
Chesterfield, .	23 00	700 00	700 00	420 00	600 00	—	—	—	—	—	1	21	63 50	55 20	"
Cummington, .	23 20	600 00	600 00	110 00	—	—	—	—	—	—	—	—	—	—	"
Easthampton, .	23 33	800 00	800 00	188 00	—	—	\$150 00	1	196	3,200 00	2	26	800 00	59 80	"
Enfield, .	21 76	800 00	800 00	—	—	—	—	—	—	—	3	54	100 00	57 84	"
Goshen, .	23 50	350 00	350 00	600 00	—	—	—	—	—	—	—	—	—	24 96	"
Granby, .	20 00	850 00	850 00	—	—	—	—	—	—	—	1	30	250 00	46 50	"
Greenwich, .	29 00	600 00	600 00	38 00	—	—	—	—	—	—	1	40	32 00	41 28	"
Hadley, .	28 50	1,500 00	1,500 00	—	15,000 00	—	—	1	40	600 00	—	—	—	101 04	"
Hatfield, .	27 00	1,000 00	1,000 00	—	—	—	—	—	—	—	1	24	216 00	47 04	"
Huntington, *	22 16	600 00	600 00	363 00	—	—	—	4	100	—	—	—	230 00	53 28	"
Middlefield, .	21 02	500 00	500 00	478 00	—	—	90 00	—	—	—	—	—	—	35 76	"
Northampton, .	53 00	5,000 00	5,000 00	—	2,906 87	182 41	—	3	86	—	—	—	2,600 00	270 96	"
Pelham, .	22 00	400 00	400 00	84 00	—	—	—	—	—	—	—	—	—	38 88	"
Plainfield, .	22 23	550 00	550 00	274 08	—	—	—	1	30	—	—	—	90 00	38 88	"
Prescott, .	28 64	350 00	350 00	145 75	—	—	—	—	—	—	—	—	—	42 48	"
South Hadley, .	34 44	1,800 00	1,800 00	42 00	—	—	—	1	25	175 00	1	15	100 00	93 60	"
Southampton, .	27 66	600 00	600 00	—	2,000 00	90 00	—	—	—	—	—	—	—	57 12	"
Ware, .	39 98	2,600 00	2,600 00	—	—	—	—	1	25	—	—	—	—	103 44	"
Westhampton, .	34 93	500 00	500 00	288 00	—	—	—	—	—	—	—	—	100 00	30 72	"
Williamsburg, .	27 00	1,000 00	1,000 00	250 00	—	—	—	—	—	—	2	50	90 00	79 88	"
Worthington, .	24 00	500 00	500 00	667 18	1,848 67	110 92	146 98	—	—	—	1	—	28 00	65 04	"
Totals, .	57 94	25,900 00	25,900 00	4,079 01	22,955 54	455 33	386 98	4	301	4,635 00	28	624	5,382 50	1,757 04	

* Formerly Norwich.

SCHOOL RETURNS—1854-5.

xxiii

HAMPDEN COUNTY.—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, published or not.	Number of incorporated Academies.	Average No. Scholars in incorporated Acad's.	Aggregate paid for tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Agawam,*	\$24 00	\$14 00	\$600 00	\$680 00	\$2,800 00	\$168 00	\$194 16	—	—	—	—	2	\$80 50	\$75 36	Pub. Schools.
Blandford,	25 88	14 40	1,100 00	24 00	—	36 00	—	—	—	—	—	1	100 00	61 44	"
Brimfield,	32 25	18 15	700 00	793 63	600 00	—	—	—	—	—	—	—	—	73 20	"
Chester,	60 21	14 48	7,081 95	—	—	—	611 58	—	—	—	—	—	—	333 12	"
Chicopee,	23 00	14 00	500 00	372 00	—	—	198 00	—	—	—	—	3	245 00	88 16	"
Granville,	16 00	10 75	200 00	4 00	222 22	13 33	—	—	—	—	—	—	—	17 52	"
Holland,	59 40	15 44	3,800 00	125 00	—	43 86	—	1	—	—	—	1	108 00	156 00	"
Holyoke,	26 65	15 50	1,400 00	272 25	1,131 00	—	—	—	—	—	—	1	360 00	59 76	"
Longmeadow,	23 00	16 00	800 00	320 00	—	—	—	1	115	1,700 00	—	2	150 00	65 52	"
Ludlow,	27 88	12 85	1,600 00	375 00	—	—	—	—	—	—	—	—	—	121 68	"
Monson,	13 50	13 00	300 00	87 00	—	—	—	—	—	—	—	—	—	23 76	"
Montgomery,	31 91	16 50	2,525 00	28 00	500 00	30 00	19 50	—	—	—	—	2	60 00	196 32	"
Palmer,	—	14 00	325 00	227 50	—	—	—	—	—	—	—	—	—	26 64	"
Russell,	25 67	11 17	—	409 00	15,618 01	937 08	—	—	—	—	—	1	39 00	—	Not received.
Southwick,†	64 23	18 78	15,240 00	—	—	—	762 96	—	—	—	—	6	1,000 00	540 72	Pub. Schools.
Springfield,	20 83	12 67	250 00	433 00	—	—	66 00	—	—	—	—	—	—	28 32	"
Tolland,	24 68	13 10	400 00	70 00	—	—	—	—	—	—	—	—	—	32 64	"
Wales,	27 60	17 32	3,000 00	260 00	5,000 00	300 00	—	1	120	1,750 00	—	—	—	228 00	"
Westfield,	18 23	15 75	1,800 00	200 00	14,000 00	834 00	—	—	—	—	—	—	—	169 92	"
W. Springfield,	27 57	15 15	1,300 00	384 00	954 00	57 24	74 76	1	310	4,800 00	—	2	175 00	119 04	"
Wilbraham,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	"
Totals.	28 62	14 65	42,921 95	5,064 38	40,825 23	2,419 51	1,926 96	4	545	8,250 00	21	518	2,317 50	2,397 12	

* Incorporated at the last Session of the Legislature. Returns embraced in West Springfield.

† No Returns. Abstract taken from last Returns made.

SCHOOL RETURNS—1854-5.

xxv

Shutebury,	912	248,125 00	10	175	210	142	175	11	32	214	—	9	6	3	22.05	22.14	44.19
Sunderland,	792	316,442 00	7	139	211	133	181	14	31	180	—	6	2	6	19.10	21.10	41
Warwick,	1,021	454,405 00	10	213	258	174	216	21	40	211	—	9	4	5	25.16	23.04	49
Wendell,	920	389,204 00	10	167	157	127	111	11	31	178	—	7	1	6	20	16.05	36.05
Wately,	1,101	438,772 00	6	162	191	128	164	22	36	213	—	6	1	5	21.05	18.16	40.03
Totals,	30,870	11,211,309 00	267	6,098	6,970	4,847	5,694	594	1,108	6,931	2	255	89	175	3.01	2.17	5.18

SCHOOL RETURNS—1854-5.

xxvii

[illegible]

Sandisfield, .	1,049	463,328 00	15	278	344	208	244	21	43	309	—	13	4	11	57	51.03	108.03
Savoy, .	955	171,936 00	9	197	197	140	141	20	39	214	—	9	6	3	28	26.16	54.16
Sheffield, .	2,769	1,108,145 00	14	480	540	315	378	36	76	580	—	13	12	2	68	48.02	116.02
Stockbridge, .	1,941	733,871 40	9	345	384	219	232	31	34	420	—	9	5	4	40	36	76
Tyringham, .	821	239,086 00	7	151	120	97	90	21	17	180	—	7	2	3	26.10	16	42.10
Washington, .	953	236,195 00	9	203	130	131	86	18	25	225	—	8	2	4	32.12	18.10	51.02
W. Stockbridge, .	1,713	541,186 00	7	311	318	181	204	31	43	320	—	7	3	4	31.16	29.05	61.01
Williamstown, .	2,026	973,309 00	14	522	521	334	356	72	52	659	—	16	11	4	65	50	115
Windsor, .	897	298,619 00	10	235	221	161	187	20	49	222	—	10	9	2	34.10	26.03	60.13
Totals, .	49,591	17,197,607 00	306	9,227	9,705	6,186	6,842	912	1,131	11,357	6	287	143	150	3.17	3.05	7.02

SCHOOL RETURNS—1854-5.

xxxi

	23 55	13 37	900 00	680 00	1,287 00	—	219 24	—	—	—	—	14	45 50	70 56	Pub. Schools.
Bandsfield,	21 38	13 31	428 00	310 11	1,287 00	—	—	—	—	—	—	1	—	48 24	"
Savoy, .	30 92	17 35	1,225 00	856 00	2,000 00	120 00	152 05	1	—	—	—	3	300 00	148 08	"
Sheffield, .	19 00	10 50	1,000 00	8 00	—	—	—	1	45	842 84	—	5	672 00	105 36	"
Stockbridge,	20 00	13 31	450 00	125 00	—	—	—	—	—	—	—	—	—	48 24	"
Tyringham,	20 17	13 29	450 00	279 25	—	—	—	—	—	—	—	—	—	54 24	Paym't Sch. Com.
Washington, .	24 33	16 36	800 00	450 00	—	—	—	—	—	—	—	3	1,350 00	75 60	Pub. Schools.
W. Stockbridge,	21 97	14 11	1,300 00	557 16	—	—	—	—	—	—	—	1	95 00	160 32	"
Williamstown, .	20 35	13 02	500 00	349 00	5 87	35 00	—	—	—	—	—	1	—	54 48	"
Windsor,															
Totals, .	24 10	14 39	28,550 00	11,361 66	17,865 67	1,062 41	878 45	7	394	13,064 35	43	834	12,863 50	2,616 00	

SCHOOL RETURNS—1854-5.

xxxiii

NORFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board and fuel.	Amount of money raised by taxes for the support of Schools, including only the support of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amount of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	No of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Bellingham,	\$33 87	\$19 50	\$1,000 00	\$70 00	\$418 16	\$25 08	\$140 63	1	1	25	—	2	22	\$69 36	Pub. Schools.
Braintree,	34 18	18 20	2,500 00	—	12,000 00	700 00	—	—	—	—	—	—	—	174 72	"
Brookline,	100 00	27 63	6,000 00	—	—	—	—	—	—	—	—	7	116	194 32	"
Canton,	43 45	19 77	2,500 00	—	—	—	—	—	—	—	—	—	—	152 40	"
Colnasset,	47 26	14 30	1,800 00	—	1,000 00	50 00	—	—	—	—	—	—	—	83 76	"
Dedham,	54 20	18 41	8,457 00	—	1,040 00	62 40	60 00	—	—	—	—	2	33	190 56	"
Dorchester,	71 87	25 24	16,500 00	—	11,072 41	802 38	—	—	—	—	—	3	104	431 52	"
Dover,	36 25	19 50	600 00	—	—	—	—	—	—	—	—	—	—	24 00	"
Foxborough,	35 00	22 20	1,700 00	—	—	—	—	—	—	—	—	3	140	96 96	"
Franklin,	31 21	20 17	1,400 00	—	3,760 19	225 61	—	—	—	—	—	2	60	90 24	"
Medfield,	41 67	19 60	700 00	—	—	—	—	—	—	—	—	—	—	48 00	"
Medway,	46 67	20 79	3,000 00	—	6,000 00	350 00	—	—	18	710 00	—	2	40	145 92	"
Milton,	43 00	25 00	3,250 00	—	1,500 00	90 00	—	—	—	—	—	6	63	113 28	"
Needham,	42 00	20 00	2,010 00	—	—	75 00	—	—	—	—	—	—	—	90 72	"
Quincy,	55 55	20 51	7,115 00	—	11,000 00	875 00	—	—	—	—	—	—	—	275 52	"
Randolph,	39 55	18 84	3,000 00	—	68,179 46	3,344 50	—	—	50	—	—	4	75	258 48	"
Roxbury,	120 60	25 00	31,738 02	—	3,613 00	162 78	120 00	—	—	—	—	14	450	779 28	"
Sharon,	30 00	13 00	1,000 00	—	—	—	—	—	—	—	—	—	—	56 88	"
Stoughton,	39 00	22 38	3,000 00	35 00	—	—	—	—	—	—	—	1	30	193 44	"
Walpole,	50 60	27 00	2,000 00	—	—	—	—	—	—	—	—	—	—	89 28	"
W. Roxbury,	100 65	29 55	8,300 00	—	41,000 00	2,700 00	—	—	62	—	—	5	150	272 88	Town Treas.
Weymouth,	50 64	19 38	5,400 00	271 00	7,139 65	428 37	—	—	—	—	—	3	87	219 00	Pub. Schools.
Wrentham,	35 20	19 08	2,200 00	—	2,001 71	120 10	341 87	1	38	570 00	—	2	70	162 24	"
Totals,	51 38	21 09	115,170 02	376 00	169,794 58	10,011 22	662 50	5	193	1,530 00	56,1440	9,779 00	4,065 36		

NORFOLK COUNTY

TOWNS.	Population—1880. Census, 1880.	Valuation—1880.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend school.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
												SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Total. Days.
												Males.	Females.	Males.	Females.				
Bellingham,	1,281	\$517,797 87	9	284	308	218	248	27	29	284	8	5	4	23.05	26	23.05	26	49.05	49.05
Braintree,	2,969	1,054,783 30	19	616	703	484	492	63	47	765	1	1	6	61.08	50	61.08	50	111.08	111.08
Brookline,	2,516	5,436,254 50	9	440	450	330	375	8	16	508	3	8	10	33	49	33	49	82	82
Canton,	2,518	1,387,372 75	10	508	603	436	463	36	56	598	1	10	5	7	56	44	44	100	100
Cohasset,	1,775	746,872 68	9	428	427	304	301	49	41	382	1	9	8	39	29.10	39	29.10	68.10	68.10
Dedham,	4,447	2,939,518 87	19	983	1,014	717	768	26	109	845	7	15	11	100	97.17	100	97.17	197.17	197.17
Dorchester,	7,949	6,725,916 46	26	1,831	1,706	1,347	1,275	90	99	1,857	8	27	8	156	156	156	156	312	312
Dover,	631	295,704 00	4	117	132	87	107	14	17	118	4	2	3	13	12.10	13	12.10	25.10	25.10
Foxborough,	1,880	648,072 75	9	436	474	346	390	24	76	434	8	3	7	30.10	32.03	30.10	32.03	62.13	62.13
Franklin,	1,818	648,436 00	10	355	380	260	290	43	76	418	1	10	5	28.15	27.15	28.15	27.15	56.10	56.10
Melfield,	966	459,846 00	5	174	212	130	186	9	41	180	4	3	2	13	15	13	15	28	28
Medway,	2,778	867,176 00	13	514	634	401	532	33	97	644	1	10	7	36	51.15	36	51.15	87.15	87.15
Milton,	2,241	1,733,127 00	9	449	430	318	332	24	17	487	4	5	4	45	44.10	45	44.10	89.10	89.10
Needham,	1,944	719,789 75	11	348	416	267	327	40	44	416	1	8	6	32	40.15	32	40.15	72.15	72.15
Quincy,	5,017	2,085,625 34	17	1,216	1,085	933	806	34	20	1,159	9	14	6	97.10	97	97.10	97	194.10	194.10
Randolph,	4,741	1,683,428 25	16	1,037	891	736	612	117	42	1,134	1	16	7	70.05	55	70.05	55	125.05	125.05
Roxbury,	18,361	13,613,731 50	60	2,780	2,857	2,563	2,627	117	223	3,710	9	52	8	380	380	380	380	720	720
Sharon,	1,128	548,452 25	6	251	264	191	218	23	44	236	6	6	4	25	21.05	25	21.05	46.05	46.05
Stoughton,	3,494	1,043,286 00	13	760	791	588	608	47	82	806	1	12	7	55.05	46	55.05	46	101.05	101.05
Woburn,	1,080	493,000 00	8	284	308	218	248	27	29	284	8	5	4	23.05	26	23.05	26	49.05	49.05

SCHOOL RETURNS—1854-5.

xxxiii

N U R F U L A C O U N T Y — C O N T I N U E D .

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools.	Amount of money raised by board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of school funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of surplus revenue, appropriate to no appropriation or not.	Number of incorporated Academies	Average No. Scholars in incorporated Academies	Aggregate paid for Tuition in incorporated Academies	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Bellingham,	\$3 87	\$19 50	\$1,000 00	\$1,000 00	\$70 00	\$418 16	\$25 08	\$140 63	1	25	\$250 00	—	2	22	\$69 36	Pub. Schools.
Brainree,	34 18	18 20	2,500 00	2,500 00	—	12,000 00	700 00	—	—	—	—	—	—	—	174 72	"
Brookline,	100 00	27 63	6,000 00	6,000 00	—	—	—	—	—	—	—	—	—	—	94 32	"
Canton,	43 45	19 77	2,500 00	2,500 00	—	—	—	—	—	—	—	—	—	—	152 40	"
Cohasset,	47 26	14 30	1,800 00	1,800 00	—	1,000 00	50 00	—	—	—	—	—	—	—	83 76	"
Dedham,	54 20	18 41	8,457 00	8,457 00	—	1,040 00	62 40	60 00	—	—	—	—	—	—	190 56	"
Dorchester,	71 87	25 24	16,500 00	16,500 00	—	11,072 41	802 38	—	—	—	—	—	—	—	431 52	"
Dover,	36 25	19 50	600 00	600 00	—	—	—	—	—	—	—	—	—	—	24 00	"
Foxborough,	35 00	22 20	1,700 00	1,700 00	—	—	—	—	—	—	—	—	—	—	96 96	"
Franklin,	31 21	20 17	1,400 00	1,400 00	—	—	—	—	—	—	—	—	—	—	90 24	"
Medfield,	41 67	19 60	700 00	700 00	—	3,760 19	225 61	—	—	—	—	—	—	—	48 00	"
Medway,	46 67	20 79	3,000 00	3,000 00	—	—	—	—	—	—	—	—	—	—	145 92	"
Milton,	43 00	25 00	3,250 00	3,250 00	—	6,000 00	350 00	—	—	—	—	—	—	—	113 28	"
Needham,	42 00	20 00	2,010 00	2,010 00	—	1,500 00	90 00	—	—	—	—	—	—	—	90 72	"
Quincy,	55 55	20 51	7,115 00	7,115 00	—	—	75 00	—	—	—	—	—	—	—	275 52	"
Randolph,	39 55	18 84	3,000 00	3,000 00	—	11,000 00	875 00	—	—	—	—	—	—	—	258 48	"
Roxbury,	120 60	25 00	31,738 02	31,738 02	—	68,179 46	3,344 50	—	1	50	—	—	4	75	779 28	"
Sharon,	30 00	13 00	1,000 00	1,000 00	—	3,613 00	162 78	120 00	—	—	—	—	14	450	56 88	"
Stoughton,	39 00	22 28	3,000 00	3,000 00	35 00	—	—	—	—	—	—	—	1	30	193 44	"
Walpole,	50 00	27 00	2,000 00	2,000 00	—	41,000 00	2,700 00	—	—	—	—	—	5	150	89 28	Town Treas.
W. Roxbury,	100 65	29 55	8,300 00	8,300 00	—	7,139 65	428 37	—	1	62	—	—	3	87	272 88	"
Weymouth,	50 64	19 38	5,400 00	5,400 00	271 00	2,001 71	120 10	341 87	—	—	—	—	2	70	171 60	Pub. Schools.
Wrentham,	35 20	19 08	2,200 00	2,200 00	—	—	—	—	1	38	570 00	—	—	—	162 24	"
Totals,	51 38	21 09	115,170 02	376 00	169,724 58	10,011 22	662 50	5	193	1,530 00	9,779 00	56	1440	4,065 36		

BRISTOL COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.		In Winter.					Males.		Females.		Summer. Moa. Days.	Winter. Moa. Days.	Total. Moa. Days.
In Sum'r.		In Winter.		Males.		Females.		27	9	16	102	82.03	184.03				
In Sum'r.		In Winter.		Males.		Females.											

Attleborough, .	4,200	\$1,038,000 00	25	850	845	674	660	45	60	932	2	27	9	16	102	82.03	184.03
Berkley, .	908	261,405 00	7	164	239	118	195	16	49	197	-	5	6	1	19	20	39
Dartmouth, .	3,868	2,270,942 00	26	652	771	432	544	45	82	855	-	26	12	14	108.12	90	198.12
Dighton, .	1,641	517,487 00	11	325	400	248	313	35	56	383	-	10	9	2	31	32.06	63.06
Easton, .	2,337	707,887 00	11	499	475	362	372	24	50	531	-	11	7	4	27.03	26.15	53.18
Fairhaven, .	4,304	3,248,930 00	23	1,066	1,085	774	841	55	106	1,113	3	25	12	16	112.10	102.15	215.05
Fall River, .	11,524	6,091,250 00	20	2,240	2,254	1,575	1,566	70	225	2,718	5	43	12	35	145	143.10	288.10
Freetown, .	1,615	565,096 00	9	152	307	98	228	22	48	351	-	5	5	4	14.18	24.05	39.03
Mansfield, .	1,789	378,902 00	9	413	423	304	346	21	50	422	-	9	6	4	32	30.10	62.10
New Bedford, .	16,443	14,489,266 00	37	3,135	3,115	2,679	2,613	171	203	3,541	10	79	13	82	203.14	203.14	407.08
Norton, .	1,966	714,021 00	9	336	417	275	342	22	69	384	-	8	5	3	23.10	24.05	47.15
Pawtucket, .	3,753	916,587 00	10	651	651	451	451	151	52	911	2	12	2	12	48.06	48.06	96.12
Raynham, .	1,541	514,908 00	7	289	356	237	278	28	52	331	-	7	5	2	21.05	19.10	40.15
Rehoboth, .	2,104	689,206 00	15	335	473	247	367	39	74	412	-	12	8	7	36.05	43.15	80.00
Seekonk, .	2,243	635,324 00	14	363	454	266	364	51	61	496	-	13	6	8	42	45.12	87.12
Somerset, .	1,166	463,495 00	5	252	297	187	205	22	37	255	1	6	3	4	15.10	18.14	34.04
Swansey, .	1,554	544,292 00	10	80	327	50	251	12	55	280	-	3	4	6	7	32.05	39.05
Taunton, .	10,441	3,701,472 00	41	2,392	2,486	1,640	1,839	265	240	2,906	6	43	23	30	173.10	190	363.10
Westport, .	9,705	1,551,620 00	10	3,349	3,349	1,840	1,840	70	60	660	1	18	10	9	76	57.16	133.16

SCHOOL RETURNS—1854-5.

xxxv

BKINTON COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including only the support of schools, and fuel.	Amount of money raised by taxes for the support of schools, including only the board and fuel.	Amount of board, fuel, &c., voluntarily contributed for public schools.	Amount of which the income can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Attleborough,	\$40 00	\$21 85	\$4,467 01	\$114 53	\$11,900 00	\$720 00	-	-	1	50	\$100 00	\$221 04	Pub. Schools.		
Berkley,	30 70	16 00	750 00	212 00	-	-	-	-	2	32	65 00	49 20	"		
Dartmouth,	31 63	15 83	3,000 00	631 00	-	-	-	-	1	15	40 00	210 00	"		
Dighton,	28 36	17 21	1,075 00	214 00	-	-	\$100 00	-	1	45	75 00	84 72	"		
Easton,	44 00	18 40	1,500 00	50 00	-	-	-	-	3	50	800 00	124 08	"		
Fairhaven,	38 56	18 10	6,700 00	-	-	-	-	-	8	150	1,125 00	254 40	"		
Fall River,	61 49	20 05	13,500 00	-	-	-	-	-	4	60	200 00	632 64	"		
Freetown,	34 16	15 30	1,000 00	-	-	-	-	-	1	30	105 00	80 64	"		
Man-field,	33 75	21 77	1,628 00	-	1,000 00	60 00	-	-	20	597	6,836 92	821 52	"		
New Bedford,	61 81	27 67	26,466 76	-	12,000 00	700 00	-	1	130	4,600 00	91 68	"			
Norton,	37 64	20 79	1,500 00	-	-	-	-	-	2	35	400 00	208 80	"		
Pawtucket,	52 50	19 41	3,300 00	-	-	-	-	-	1	38	35 00	77 52	"		
Raynham,	34 90	18 22	1,000 00	-	-	-	-	-	3	54	268 00	100 08	"		
Rehoboth,	25 00	16 40	1,000 00	342 50	372 50	22 35	139 35	-	1	28	600 00	112 56	"		
Seekonk,	31 50	15 70	1,200 00	241 45	-	-	269 92	-	2	50	60 00	70 08	"		
Somerset,	35 00	13 70	1,200 00	-	-	-	-	-	8	150	390 00	65 76	"		
Swansey,	27 50	15 55	600 00	24 00	-	-	-	-	9	370	4,800 00	639 84	"		
Taunton,	41 63	19 58	14,000 00	-	14,000 00	840 00	-	1	100	1,600 00	-	-	"		
Westport,	32 42	18 64	2,000 00	900 00	-	-	248 18	-	-	-	-	-	"		
Totals,	38 03	18 43	85,946 77	2,729 48	39,272 50	2,342 35	757 45	3	300	8,400 00	68	1799	16,126 54	4,120 08	

SCHOOL RETURNS—1854-5.

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S. Scituate,	1,770	747,414 00	9	326	334	248	263	20	41	360	—	9	4	5	49.02	30.15	79.17
Wareham,	3,186	901,603 00	11	501	619	396	469	58	72	734	1	13	8	3	49.15	41.04	90.19
W. Bridgewater,	1,447	516,955 00	9	383	373	203	296	24	57	333	—	9	4	4	34.05	26	60.05
Totals, .	55,037	19,200,608 00	287	11,037	11,915	8,355	9,353	980	1,447	12,293	17	263	134	155	3.19	3.11	7.10

• Population and Valuation Included in Middleborough.

† Population and Valuation Included in Rochester.

BOARD OF EDUCATION.

PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers, per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Abington,	\$57 20	\$19 00	\$6,000 00	-	\$300 00	\$18 00	-	1	45	\$300 00	-	1	\$400 00	\$275 52	Pub. Schools.
Bridgewater,	35 76	19 00	2,500 00	-	-	-	-	1	10	-	-	1	-	136 32	"
Carver,	35 60	16 60	650 00	\$300 50	-	-	-	3	40	-	-	3	50 00	69 84	"
Duxbury,	32 00	18 00	2,100 00	15 00	19,500 00	1,170 00	\$296 00	1	27	-	-	1	433 70	126 24	"
E. Bridgewater,	39 14	19 26	2,000 00	-	-	-	-	2	60	-	-	2	158 00	139 68	"
Halifax,	30 33	15 16	600 00	-	-	-	-	1	45	-	-	1	900 00	39 84	"
Hanover,	33 17	16 02	1,200 00	36 00	-	-	-	1	65	1,200 00	-	1	312 00	78 00	"
Hanson,	29 15	14 62	900 00	-	9,452 09	223 63	-	1	26	-	-	1	-	53 28	"
Hingham,	33 81	15 15	4,140 14	-	-	-	-	1	14	-	-	1	800 00	192 00	Town Treas'y.
Hull,	37 00	16 75	281 29	-	-	-	-	4	60	-	-	4	120 00	14 88	Pub. Schools.
Kingston,	39 31	17 15	1,600 00	55 00	-	-	-	7	40	-	-	7	600 00	70 08	"
Lakeville,	29 75	15 63	1,000 00	-	-	-	-	2	30	-	-	2	250 00	55 92	"
Marion,	33 00	20 65	600 00	-	-	-	-	3	60	7,000 00	-	3	2,000 00	-	None received
Marshfield,	34 86	14 70	1,500 00	-	-	-	-	1	250	-	-	1	250 00	87 36	Pub. Schools.
Middleborough,	32 40	15 43	3,000 00	618 00	235 60	17 73	-	-	-	-	-	-	-	197 76	"
N. Bridgewater,	38 78	19 24	3,000 00	-	-	-	152 00	-	-	-	-	2	730 00	250 32	"
Pembroke,	30 55	16 43	1,000 00	30 00	-	-	-	-	-	-	-	5	1,244 00	74 40	Town Treas.
Plymouth,	51 41	19 61	7,850 00	-	-	-	-	-	-	-	-	1	6 50	315 36	Pub. Schools.
Plympton,	31 64	16 91	600 00	53 68	-	-	-	-	-	-	-	1	-	53 28	"

SCHOOL RETURNS—1854-5.

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BARNSTABLE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Barnstable,	\$36 60	\$26 05	\$3,000 00	\$200 00	—	—	\$1,000 00	—	—	7 300	—	7	\$1,000 00	\$276 72	Pub. Schools.
Brewster,	35 00	19 25	1,000 00	132 50	—	—	—	—	—	—	—	1	—	76 56	"
Chatham,	34 50	15 61	1,500 00	600 00	—	—	—	—	—	—	—	1	1,000 00	128 16	"
Dennis,	33 59	14 10	2,000 00	977 51	—	—	—	—	—	—	—	3	1,000 00	200 40	"
Eastham,	32 00	13 00	500 00	25 00	—	—	75 00	—	—	—	—	2	55 00	40 32	"
Falmouth,	35 00	16 00	2,000 00	893 80	—	—	321 24	—	—	—	—	1	—	134 40	"
Harwich,	32 27	15 48	2,000 00	1053 00	—	—	—	—	—	—	—	1	—	231 12	"
Orleans,	29 46	15 29	1,100 00	221 00	\$400 00	\$24 00	—	—	—	—	—	2	742 00	111 12	"
Provincetown,	54 00	14 00	3,900 00	—	—	—	—	—	—	—	—	2	400 00	162 00	"
Sandwich,	43 15	19 70	3,500 00	256 50	3,000 00	—	376 00	—	—	—	—	12	1,712 00	287 28	"
Truro,	39 14	14 00	1,300 00	—	—	—	—	—	—	—	—	1	—	126 00	"
Wellfleet,	42 00	15 85	2,500 00	—	—	—	90 00	—	—	—	—	—	—	130 08	"
Yarmouth,	33 26	16 32	1,500 00	50 00	—	—	—	—	—	—	—	4	150 00	123 84	"
Totals,	36 92	16 51	25,800 00	4,409 31	3,400 00	24 00	1,952 24	5 117	1,507 00	33 930	6,059 00	2,028 00			

BOARD OF EDUCATION.

DUKES COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
												SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Chilmark.	747	\$471,365 00	3	175	—	131	—	3	50	129	—	3	—	10.15	10.15	10.15		
Edgartown.	1,990	670,834 00	9	365	377	335	335	11	60	420	2	9	6	7	19.05	29.19	49.04	
Tisbury.	1,803	555,806 00	9	127	310	74	210	22	41	384	1	2	3	6	17.05	34.10	51.15	
Totals.	4,540	1,698,005 00	21	492	862	409	676	36	151	933	3	11	12	13	1.15	3.12	5.07	

NANTUCKET COUNTY.

Nantucket.	8,452	\$4,595,362 00	14	1,479	1,344	1,051	915	—	195	1,533	5	26	5	27	77.10	73.10	151
															5.11	5.05	10.16

NANTUCKET COUNTY.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. Scholars in incorporated Acad's.	Aggregate paid for tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Chilmark,	\$35 12	-	\$450 00	-	1	1	1	-	-	-	2	65	\$805 00	\$36 00	Pub. Schools.
Edgartown,	39 24	\$16 78	1,700 00	\$70 00	1	1	1	-	-	-	6	181	1,060 00	98 88	"
Tisbury,	32 25	16 62	1,400 00	-	1	1	1	1	50	\$300 00	3	150	350 00	95 52	"
Totals,	35 54	11 13	3,550 00	70 00	1	1	1	1	50	300 00	11	396	1,505 00	230 40	

Nantucket,	\$38 02	\$20 47	\$10,722 51	-	-	-	-	1	91	\$675 00	10	238	\$2,102 00	384 48	Pub. Schools.
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SCHOOL RETURNS—1854-5.

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RECAPITULATION—CONTINUED.

COUNTIES.	Average wages of Re- male Teachers, per month, including the value of board.	Amount of money rais- ed by taxes for the support of Schools, including only the board and fuel.	Amount of board, fuel, &c., voluntarily con- tributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, ap- propriated to Schools, that may be so ap- propriated or not.	Number of incorpo- rated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for tuition in incorpo- rated Academies.	No. of unincorporated Academies and Pri- vate Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for tuition in unincorpo- rated Academies and Private Schools.	Town's share of School Fund.
Suffolk, .	\$23 34	\$255,008 44	—	\$6,000 00	\$375 00	\$1,182 93	2	64	—	51	1,559	\$127,380 00	\$6,209 76
Essex, .	17 62	142,020 00	\$369 80	196,815 00	11,448 90	136 01	8	635	\$9,490 00	94	2,969	24,570 00	6,242 40
Middlesex, .	18 68	219,812 06	730 13	85,882 32	2,343 50	854 89	12	807	12,152 75	77	2,153	28,035 32	7,667 76
Worcester, .	17 82	110,295 00	1,238 35	28,314 50	1,579 81	386 98	8	314	8,300 00	88	2,631	21,631 00	6,319 36
Hampshire, .	16 03	25,900 00	4,079 01	22,955 54	455 33	1,926 96	4	301	4,635 00	28	624	5,382 50	1,757 04
Hampden, .	14 65	42,921 95	5,064 38	40,825 23	2,419 51	305 26	4	545	8,230 00	21	518	2,317 50	2,387 12
Franklin, .	14 89	21,349 58	6,064 24	16,052 83	939 17	878 45	7	458	5,032 00	26	655	2,850 50	1,640 64
Berkshire, .	14 39	28,550 00	11,361 66	17,865 67	1,062 41	10,011 22	7	394	13,064 35	43	834	12,833 50	2,616 00
Norfolk, .	21 09	115,170 02	376 00	169,724 58	10,011 22	662 50	5	193	1,530 00	56	1,440	9,779 00	4,015 36
Bristol, .	18 43	85,916 77	2,720 48	39,272 50	2,342 35	757 45	3	300	8,400 00	68	1,799	16,126 54	4,120 08
Plymouth, .	17 05	50,321 43	1,222 73	30,747 69	1,459 36	448 00	4	387	9,100 00	38	758	9,888 20	2,852 64
Barnstable, .	16 51	25,800 00	4,403 31	3,400 00	24 00	1,952 24	5	117	1,507 00	33	930	6,059 00	2,028 00
Dukes, .	11 13	3,550 00	—	—	—	—	1	50	300 00	11	386	1,505 00	230 40
Nantucket, .	20 47	10,722 51	—	—	—	—	1	91	675 00	10	238	2,902 00	384 48
Totals, .	17 29	1,137,407 76	37,776 09	657,855 86	34,460 59	9,491 67	71	4,716	82,496 10	646	17,571	271,290 06	48,611 04

GRADUATED TABLES.—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. A town appropriates the income of any Fund to its Public Schools which is so appropriated or not, at the option of the voters, or when the town has a right to use such income in defraying its ordinary expenses, then such an appropriation is really a contribution to Common Schools as an equal sum raised by taxes. In account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds, as generally held. The income of the one may be appropriated to schools or not, at the pleasure of the town; the income of the other is appropriated to schools by the condition of the donation. Funds of the latter are usually donations made to furnish means of education in addition to those raised by a reasonable taxation. Committees are expected, in their annual returns, to show this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or to benefit scholars, and not to benefit equally all that attend the Public Schools. The value of board and fuel gratuitously furnished, is determined by the mere cost to individuals and is therefore uncertain; while the amount raised by taxes, for money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as a part to a complete statement of the provision made by the towns for the education of children.

It will be seen that some counties are liberal in voluntary contributions to the support of their schools. These contributions, to a great extent, especially in the western counties, are of board and fuel. If their precise value was ascertained and returned like the means furnished by taxation, and if their amount was included in the sum divided by the number of children between 5 and 15, many towns in the western counties would hold a high rank in the scale.

The Table exhibits the rank of each city or town in the State, in respect to liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1854-5; also, its rank in a similar scale for 1853-4. It presents the sum appropriated to each child between 5 and 15. Nahant, an incorporated town, stands highest upon the list the present year, and which was No. 3 last year, is No. 2 this year.

GRADUATED TABLES—FIRST SERIES.

*Table, showing the Comparative Amount of Money appropriated by the different Towns in the State, for the Education of each Child in the Town between the ages of 5 and 15 years.**

For 1853-4.	For 1854-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	NAHANT, .	\$18 47.8	\$250 00	-	-	46	-
3	2	Brookline, .	11 81.1	6,000 00	-	-	508	-
2	3	W. Roxbury, .	11 05.2	8,300 00	-	-	751	-
7	4	Boston, .	10 25.4	243,508 00	-	-	24289	-
10	5	Somerville, .	10 09.2	9,920 00	-	-	983	-
4	6	Dedham, .	9 84.6	8,457 00	\$60 00	\$8,517 00	865	-
19	7	Dorchester, .	8 88.5	16,500 00	-	-	1,857	-
8	8	Roxbury, .	8 48.1	31,738 02	-	-	3,760	-
12	9	Winthrop, .	8 33.3	500 00	-	-	60	-
9	10	Brighton, .	8 25.9	4,129 36	-	-	500	-
14	11	Lowell, .	8 24.5	50,000 00	-	-	6,064	-
6	12	New Bedford, .	8 09.6	26,466 76	2200 00	28,666 76	3,541	-
18	13	Newton, .	8 00	8,800 00	-	-	1,100	-
5	14	Winchester, .	7 93.2	2,800 00	-	-	353	-
26	15	Watertown, .	7 92.3	5,800 00	-	-	732	-
13	16	Cambridge, .	7 72	28,193 48	-	-	3,652	-
15	17	W. Cambridge, .	7 31.9	2,825 00	-	-	386	\$50 00
17	18	N. Chelsea, .	7 30	1,000 00	-	-	137	-
22	19	Lexington, .	7 16	2,900 00	-	-	405	-
143	20	Shrewsbury, .	7 10.9	1,500 00	-	-	211	-
27	21	Nantucket, .	6 99.4	10,722 51	-	-	1,533	-
20	22	Lincoln, .	6 95.7	800 00	-	-	115	242 38
38	23	Danvers, .	6 95.3	12,617 00	600 00	13,217 00	1,901	-
11	24	Concord, .	6 93.1	2,800 00	-	-	404	-
34	25	Lawrence, .	6 89.3	15,000 00	-	-	2,176	-
21	26	Waltham, .	6 78.1	6,300 00	-	-	929	-
16	27	Charlestown, .	6 73.1	25,475 00	-	-	3,785	-
25	28	Milton, .	6 67.3	3,250 00	-	-	487	-
23	29	Lynn, .	6 47.6	20,000 00	-	-	3,088	-
24	30	Littleton, .	6 32.5	1,050 00	-	-	166	-
45	31	Medford, .	6 31.2	5,700 00	-	-	903	-
63	32	Carlsle, .	6 18.8	625 00	-	-	101	-
36	33	Quincy, .	6 13.9	7,115 00	-	-	1,150	-

* Compare the rank of towns in this Table with their rank in the Second Series of Tables showing the percentage of taxable property appropriated for Schools.

SCHOOL RETURNS—1854-5.

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TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1 New Braintree, . .	\$4 70.5	\$200 00	-	-	170	\$32 00
5 Lunenburg, . .	4 68.7	1,200 00	-	-	256	-
6 Ware, . .	4 67.6	2,600 00	-	-	556	-
7 Medway, . .	4 65.8	3,000 00	-	-	644	-
8 Beverly, . .	4 64.5	5,500 00	-	-	1,184	-
9 Springfield, . .	4 63.9	15,240 00	\$762 96	\$1602 96	3,449	-
0 Lancaster, . .	4 63.7	1,600 00	-	-	345	36 00
1 Shirley, . .	4 61.5	1,200 00	-	-	260	4 00
2 Hardwick, . .	4 56.1	1,300 00	-	-	285	-
3 Southborough, . .	4 54.5	1,350 00	-	-	297	-
4 Erving, . .	4 50.3	350 00	55 26	405 26	90	24 25
5 Haverhill, . .	4 47.3	6,000 00	521 16	6,521 16	1,458	-
6 Saugus, . .	4 45.8	1,645 00	-	-	369	-
7 Stowe, . .	4 41.2	1,200 00	-	-	272	-
8 Boxford, . .	4 39.2	900 00	61 77	961 77	219	-
9 Hopkinton, . .	4 37.9	2,750 00	-	-	628	-
0 Amesbury, . .	4 36.3	2,500 00	-	-	573	-
1 South Hadley, . .	4 35.8	1,800 00	-	-	413	42 00
2 Weymouth, . .	4 33.3	5,400 00	-	-	1,246	271 00
3 Brimfield, . .	4 33.2	1,100 00	-	-	254	24 00
4 Northborough, . .	4 31.3	1,100 00	-	-	255	-
5 Billerica, . .	4 26.1	1,500 00	-	-	352	-
6 Duxbury, . .	4 25.5	2,100 00	296 00	2,396 00	563	15 00
7 Granby, . .	4 25	850 00	-	-	200	-
8 Scituate, . .	4 23.7	2,000 00	-	-	472	-
9 Northampton, . .	4 23	5,000 00	-	-	1,182	-
0 Greenwich, . .	4 22.5	600 00	-	-	142	38 00
1 Dracut, . .	4 21.3	1,410 00	43 38	1,453 38	345	34 50
2 Dunstable, . .	4 20.6	450 00	-	-	107	96 25
3 Plainfield, . .	4 19.8	550 00	-	-	131	274 08
4 Bridgewater, . .	4 18.8	2,500 00	-	-	597	-
5 Westborough, . .	4 18.3	2,100 00	-	-	502	-
6 Canton, . .	4 18.2	2,500 00	-	-	598	-
7 Marshfield, . .	4 15.5	1,500 00	-	-	361	-
8 Ipswich, . .	4 13.2	2,901 00	-	-	702	-
9 Greenfield, . .	4 12.8	2,200 00	-	-	533	720 13
0 Essex, . .	4 11.4	1,300 00	-	-	316	-
1 Wilmington, . .	4 11.2	625 00	-	-	152	-
2 Manchester, . .	4 10.3	1,600 00	-	-	390	-
3 N. Reading, . .	4 09.1	900 00	-	-	220	-
4 Lakeville, . .	4 08.2	1,000 00	-	-	245	55 00
5 Ashland, . .	4 07	1,160 00	-	-	285	-
6 Leominster, . .	4 06.2	2,584 00	-	-	636	10 00
7 Edgartown, . .	4 05.8	1,700 00	-	-	420	70 00
8 Falmouth, . .	4 04.4	2,000 00	321 24	2,321 24	574	893 80
9 Groton, . .	4 01.3	2,500 00	-	-	623	-
0 Athol, . .	4 00	1,800 00	-	-	450	-
1 Mansfield, . .	4 00	1,688 00	-	-	422	-
2 Montague, . .	3 98.8	1,200 00	172 00	1,372 00	344	180 00
3 Westford, . .	3 98.7	1,200 00	-	-	301	-

SCHOOL RETURNS—1854-5.

li

TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the sup- port of schools.	Income of Surplus Revenue appropri- ated to schools.	TOTAL.	No. of children be- tween 5 and 15 years of age.	Amount contribu- ted for board and fuel.
4 Wrentham, . .	\$3 53	\$2,200 00	\$341 87	\$2541 87	720	-
5 Grafton, . .	3 52.9	3,000 00	-	-	850	\$20 00
6 Whately, . .	3 52.1	750 00	-	-	213	67 50
7 Dartmouth, . .	3 50.9	3,000 00	-	-	855	631 00
8 Chilmark, . .	3 48.8	450 00	-	-	129	-
9 Ashby, . .	3 46.2	900 00	-	-	260	-
0 Warwick, . .	3 44.8	727 58	-	-	211	5 00
1 Webster, . .	3 44.8	2,000 00	-	-	580	-
2 E. Bridgewater	3 44.2	2,000 00	-	-	581	-
3 Hadley, . .	3 44	1,500 00	-	-	436	-
4 Orange, . .	3 43.8	1,200 00	-	-	349	25 00
5 Middleborough	3 42.1	3,000 00	-	-	877	618 00
6 Enfield, . .	3 41.8	800 00	-	-	234	-
7 Chesterfield, . .	3 41.4	700 00	-	-	205	420 00
8 Middlefield, . .	3 41	500 00	90 00	590 00	173	478 00
9 Halifax, . .	3 40.9	600 00	-	-	176	-
0 Westport, . .	3 40.6	2,000 00	248 18	2,248 18	660	900 00
1 Sandwich, . .	3 40.3	3,500 00	376 00	3,876 00	1,139	256 50
2 Princeton, . .	3 40.1	1,000 00	-	-	294	-
3 Otis, . .	3 36.8	650 00	-	-	193	380 00
4 Ashburnham, . .	3 36.3	1,500 00	-	-	446	25 00
5 Wenham, . .	3 36.1	800 00	-	-	238	-
6 Pittsfield, . .	3 36	5,000 00	-	-	1,488	300 00
7 Rowe, . .	3 35.6	500 00	-	-	149	166 53
8 Heath, . .	3 35.2	600 00	-	-	179	177 75
9 Middleton, . .	3 35.1	630 00	-	-	188	-
0 Franklin, . .	3 34.9	1,400 00	-	-	418	-
1 Palmer, . .	3 34.8	2,525 00	19 50	2,544 50	760	28 00
2 Acton, . .	3 32.3	1,100 00	-	-	331	13 00
3 Westfield, . .	3 30.7	3,000 00	-	-	907	260 00
4 Auburn, . .	3 29.6	600 00	-	-	182	-
5 Brewster, . .	3 28.9	1,000 00	-	-	304	132 50
6 New Salem, . .	3 27.9	1,000 00	-	-	305	67 50
7 Wareham, . .	3 26.9	2,400 00	-	-	734	-
8 Braintree, . .	3 26.8	2,500 00	-	-	765	70 00
9 Gardner, . .	3 25 *	1,300 00	-	-	400	-
0 Peru, . .	3 24.3	360 00	-	-	111	214 00
1 Goshen, . .	3 24	350 00	-	-	108	60 000
2 Northbridge, . .	3 21.8	1,500 00	-	-	466	-
3 Russell, . .	3 21.7	325 00	-	-	101	227 50
4 N. Marlboro', . .	3 20.7	750 00	327 55	1,077 55	336	296 00
5 Sudbury, . .	3 20.7	1,100 00	-	-	343	-
6 Gill, . .	3 20.5	500 00	-	-	156	240 00
7 Marlboro', . .	3 20.2	2,280 00	-	-	712	100 00
8 Douglas, . .	3 20	1,200 00	144 00	1,344 00	420	-
9 Blackstone, . .	3 16.8	2,950 00	288 00	3,238 00	1,022	-
0 W. Newbury, . .	3 16.8	1,150 00	-	-	363	159 80
1 Hubbardston, . .	3 16.7	1,400 00	-	-	442	-
2 Rockport, . .	3 16.5	2,500 00	-	-	790	-
3 Brookfield, . .	3 16.3	1,300 00	-	-	411	-

SCHOOL RETURNS—1854-5.

liii

TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by tax for the support of Schools.	Income of Surplus from other sources appropriated to Schools.	TOTAL.	No of children between 5 and 15 years of age.	Amount contributed for board and fuel.
Wendell, . . .	\$2 52.8	\$450 00	-	-	178	-
Lanesborough, . .	2 52.7	800 00	\$39 12	\$839 12	332	\$350 00
Dana, . . .	2 52.5	500 00	-	-	198	85 25
Leyden, . . .	2 50	400 00	-	-	160	251 25
W. Stockbridge . .	2 50	800 00	-	-	320	450 00
Tyringham, . . .	2 50	450 00	-	-	180	125 00
Northfield, . . .	2 49.6	1,000 00	66 00	1,066 00	427	125 00
Berlin, . . .	2 46	500 00	-	-	203	-
Oxford, . . .	2 45.9	1,500 00	-	-	610	125 00
Hawley, . . .	2 43.9	500 00	-	-	205	310 50
Orleans, . . .	2 43.9	1,100 00	-	-	451	221 00
W. Boylston, . .	2 43.3	1,000 00	-	-	411	32 00
Barnardston, . .	2 41.5	500 00	-	-	207	112 00
Pelham, . . .	2 40.9	400 00	-	-	166	84 00
Hinsdale, . . .	2 39.9	650 00	-	-	271	403 35
Granville, . . .	2 39	500 00	198 00	698 00	292	372 00
Stockbridge, . .	2 38.1	1,000 00	-	-	420	8 00
Sheffield, . . .	2 37.4	1,225 00	152 05	1,377 05	580	856 00
Dennis, . . .	2 34.5	2,000 00	-	-	853	977 51
Worthington, . .	2 34.4	500 00	146 98	646 98	276	667 18
Coleraine, . . .	2 33.1	1,000 00	-	-	429	922 00
Becket, . . .	2 32.1	600 00	73 09	673 09	290	515 50
Chester, . . .	2 29.5	700 00	-	-	305	793 63
Monroe, . . .	2 25.5	94 00	12 00	106 00	47	116 00
Windsor, . . .	2 25.2	500 00	-	-	222	349 00
Charlemont, . .	2 24.7	600 00	-	-	267	275 00
Carver, . . .	2 20.3	650 00	-	-	295	350 00
Tolland, . . .	2 19.4	250 00	66 00	316 00	144	433 00
D. Iton, . . .	2 18.9	600 00	-	-	274	168 00
Swinzev, . . .	2 14.3	600 00	-	-	280	30 00
Truro, . . .	2 14.2	1,300 00	-	-	607	-
Lenox, . . .	2 11.6	800 00	-	-	378	452 50
Adams, . . .	2 11.1	2,782 00	-	-	1,318	658 00
Florida, . . .	2 09.5	350 00	-	-	167	137 00
Harwich, . . .	2 08.3	2,000 00	-	-	960	1,053 00
Gt. Barrington, .	2 04.6	1,500 00	-	-	733	726 00
Savoy, . . .	2 00	428 00	-	-	214	310 11
Washington, . .	2 00	450 00	-	-	225	279 25
Williamstown, .	1 97.2	1,300 00	-	-	659	557 16
Richmond, . . .	1 91.4	400 00	-	-	209	374 88
Clarksburg, . .	1 90.5	200 00	-	-	105	208 00
Prescott, . . .	1 74.1	350 00	-	-	201	145 75
Mt. Washington .	1 52.8	110 00	-	-	72	146 00
New Ashford, . .	1 50	60 00	-	-	40	100 00
*Agawam, . . .	-	-	-	-	-	-
*N. Andover, . .	-	-	-	-	-	-
*S. Danvers, . .	-	-	-	-	-	-
†Southwick, . .	-	-	-	-	-	-

* Incorporated at the last Session of the Legislature.

† No Returns.

SCHOOL RETURNS—1854-5.

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ESSEX COUNTY—CONTINUED.

TOWNS.	Sum appropriated by towns for each child between 6 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No of children between 6 and 15 years of age.	Amount contributed for board and fuel.
Middleton .	\$3 35.1	\$630 00	-	-	188	-
W. Newbury,	3 16.8	1,150 00	-	-	363	\$159 80
Rockport, .	3 16.5	2,500 00	-	-	790	-
Georgetown, .	3 03	1,200 00	-	-	336	-
Topsfield, .	2 99.6	725 00	-	-	242	-
Lynnfield, .	2 94.1	600 00	-	-	204	-
Groveland, .	2 87.9	786 00	-	-	273	-
Rowley, .	2 86.9	700 00	-	-	244	55 00
Bradford, .	2 65.9	771 00	-	-	290	-
*N. Andover,	-	-	-	-	-	-
*S. Danvers, .	-	-	-	-	-	-

MIDDLESEX COUNTY.

SOMERVILLE,	10 09.2	9,920 00	-	-	983	-
Brighton, .	8 25.9	4,129 36	-	-	500	-
Lowell, .	8 24.5	50,000 00	-	-	6,064	-
Newton, .	8 00	8,800 00	-	-	1,100	-
Winchester, .	7 93.2	2,800 00	-	-	353	-
Watertown, .	7 92.3	5,800 00	-	-	732	-
Cambridge, .	7 72	28,193 48	-	-	3,652	-
W. Cambridge,	7 31.9	2,825 00	-	-	386	50 00
Lexington, .	7 16	2,900 00	-	-	405	-
Lincoln, .	6 95.7	800 00	-	-	115	242 38
Concord, .	6 93.1	2,800 00	-	-	404	-
Waltham, .	6 78.1	6,300 00	-	-	929	-
Charlestown, .	6 73.1	25,475 00	-	-	3,785	-
Littleton, .	6 32.5	1,050 00	-	-	166	-
Medford, .	6 31.2	5,700 00	-	-	903	-
Carlisle, .	6 18.8	6 25	-	-	101	-
Weston, .	6 03.9	1,250 00	-	-	207	-
Framingham,	5 90.1	4,750 00	-	-	805	-
Boxborough, .	5 74.7	500 00	-	-	87	36 00
Reading, .	5 59.3	2,500 00	-	-	447	-
Wayland, .	5 58	1,250 00	-	-	224	30 00
S. Reading, .	5 57.8	2,800 00	-	-	502	-
Malden, .	5 47	4,600 00	-	-	841	-
Natick, .	5 45.2	3,500 00	-	-	642	-
Sherborn, .	5 32.9	1,050 00	-	-	197	-
Melrose, .	5 31.8	1,962 22	-	-	369	-
Tewksbury, .	5 26.3	1,200 00	-	-	228	30 00
Woburn, .	5 14.6	4,647 00	-	-	903	25 00
Stoneham, .	5 11.1	2,300 00	-	-	450	-
Bedford, .	4 73.9	860 00	\$02 63	\$052 63	201	-
Chelmsford, .	4 73.9	2,000 00	-	-	422	40 00

* Newly Incorporated.

BOARD OF EDUCATION.

MIDDLESEX COUNTY—CONTINUED.

For 1893-4	For 1894-5	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus from Appropriated to Schools.	TOTAL	No. of children between 5 and 15 years of age.
32	32	Shirley, . .	\$4 61.5	\$1,200 00	-	-	260
36	33	Stowe, . .	4 41.2	1,200 00	-	-	272
40	34	Hopkinton, . .	4 37.9	2,750 00	-	-	628
30	35	Billerica, . .	4 26.1	1,500 00	-	-	352
28	36	Dracut, . .	4 21.3	1,410 00	\$43 38	\$1,453 38	345
34	37	Dunstable, . .	4 20.6	450 00	-	-	107
50	38	Wilmington, . .	4 11.2	625 00	-	-	152
33	39	N. Reading, . .	4 09.1	900 00	-	-	220
37	40	Ashland, . .	4 07	1,160 00	-	-	285
43	41	Groton, . .	4 01.3	2,500 00	-	-	623
39	42	Westford, . .	3 98.7	1,200 00	-	-	301
49	43	Townsend, . .	3 97.3	1,800 00	-	-	453
41	44	Tyngsboro', . .	3 76.3	700 00	-	-	186
48	45	Pepperell, . .	3 57.1	1,200 00	-	-	336
38	46	Holliston, . .	3 55.4	2,200 00	-	-	619
47	47	Burlington, . .	3 53.5	350 00	-	-	99
42	48	Ashby, . .	3 46.2	900 00	-	-	200
46	49	Acton, . .	3 32.3	1,100 00	-	-	331
51	50	Sudbury, . .	3 20.7	1,100 00	-	-	343
45	51	Marlborough, . .	3 20.2	2,280 00	-	-	712

WORCESTER COUNTY.

23	1	SHREWSBURY	7 10.9	1,500 00	-	-	211
1	2	Worcester, . .	5 72.1	22,000 00	-	-	3,845
11	3	Clinton, . .	5 07.7	2,945 00	-	-	580
5	4	Fitchburg, . .	5 05.9	5,500 00	-	-	1,087
25	5	Phillipston, . .	5 04.2	600 00	-	-	119
6	6	Harvard, . .	4 91.1	1,300 00	36 00	1,336 00	272
9	7	Barre, . .	4 83.9	2,836 00	-	-	580
3	8	Bolton, . .	4 80	1,200 00	-	-	250
7	9	New Braintree, . .	4 70.5	800 00	-	-	170
4	10	Lunenburg, . .	4 68.7	1,200 00	-	-	250
8	11	Lancaster, . .	4 63.7	1,600 00	-	-	345
2	12	Hardwick, . .	4 56.1	1,300 00	-	-	285
45	13	Southborough, . .	4 54.5	1,350 00	-	-	297
19	14	Northborough, . .	4 31.3	1,100 00	-	-	255
30	15	Westborough, . .	4 18.3	2,100 00	-	-	502
18	16	Leominster, . .	4 06.2	2,584 00	-	-	636
10	17	Athol, . .	4 00	1,800 00	-	-	450
14	18	Millbury, . .	3 94.2	2,200 00	-	-	558
28	19	Mendon, . .	3 90.9	850 00	127 49	977 49	250
31	20	Westminster, . .	3 89.6	1,500 00	-	-	385
16	21	Sterling, . .	3 84.6	1,500 00	-	-	390

SCHOOL RETURNS—1854-5.

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WORCESTER COUNTY.—CONTINUED.

TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by rate for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
Axton, .	\$3 82.2	\$600 00	\$38 40	\$638 40	167	-
Croyalston, .	3 79.7	1,200 00	-	-	316	\$14 60
Stersham, .	3 78.5	1,200 00	-	-	317	-
Inchendon, .	3 73.9	1,720 00	-	-	460	-
Marlton, .	3 72.3	1,400 00	-	-	376	50 00
Alford, .	3 67	4,500 00	-	-	1,226	-
Utland, .	3 62.3	1,000 00	-	-	276	27 00
Brookfield, .	3 55.4	1,500 00	-	-	422	-
Northbridge, .	3 55.4	2,200 00	-	-	619	-
Warren, .	3 53.9	1,200 00	-	-	339	116 00
Widley, .	3 53.3	1,000 00	-	-	283	-
Wrafton, .	3 52.9	3,000 00	-	-	850	20 00
Webster, .	3 44.8	2,000 00	-	-	580	-
Winchendon, .	3 40.1	1,000 00	-	-	204	-
Widburnham, .	3 36.3	1,500 00	-	-	446	25 00
Widburn, .	3 29.6	600 00	-	-	182	-
Wardner, .	3 25	1,300 00	-	-	400	-
Northbridge, .	3 21.8	1,500 00	-	-	466	-
Douglas, .	3 20	1,200 00	144 00	1,344 00	420	-
Lackstone, .	3 16.8	2,950 00	288 00	3,238 00	1,022	-
Widburnston, .	3 16.7	1,400 00	-	-	442	-
Widburnfield, .	3 16.3	1,300 00	-	-	411	-
Widburnton, .	3 06.7	1,500 00	-	-	489	26 50
Widburn, .	3 05	1,400 00	-	-	459	-
Widburn, .	3 02.2	1,200 00	-	-	397	250 00
Widburnbridge, .	3 01.8	1,500 00	-	-	497	95 00
W. Brookfield, .	2 97	900 00	-	-	303	-
Widburnston, .	2 92.6	600 00	-	-	205	18 00
Widburnton, .	2 78.2	1,500 00	-	-	539	100 00
Widburn, .	2 77.2	1,500 00	-	-	541	-
Widburnham, .	2 66.1	700 00	-	-	263	25 00
Widburnbridge, .	2 61.5	1,500 00	221 00	1,721 00	658	-
Widburn, .	2 60.2	1,460 00	-	-	561	75 00
Widburn, .	2 52.5	500 00	-	-	198	85 25
Widburn, .	2 46	500 00	-	-	203	-
Widburn, .	2 45.9	1,500 00	-	-	610	125 00
W. Boylston, .	2 43.3	1,000 00	-	-	411	32 00

HAMPSHIRE COUNTY.

WATFIELD, .	5 18.1	1,000 00	-	-	193	-
Ware, .	4 67.6	2,600 00	-	-	556	-
Hadley, .	4 35.8	1,800 00	-	-	413	42 00
Widburnby, .	4 25	850 00	-	-	200	-

SCHOOL RETURNS—1854-5.

lix

FRANKLIN COUNTY.

TOWNS:	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
ERVING, . . .	\$4 50.3	\$350 00	\$55 26	\$405 26	90	\$24 25
Greenfield, . .	4 12.8	2,200 00	-	-	533	720 13
Montague, . . .	3 98.8	1,200 00	172 00	1,372 00	344	180 00
Sunderland, . .	3 88.8	700 00	-	-	180	-
Deerfield, . . .	3 75	2,021 25	-	-	539	468 00
Buckland, . . .	3 58.8	1,176 75	-	-	328	80 00
Whately, . . .	3 52.1	750 00	-	-	213	67 50
Warwick, . . .	3 44.8	727 58	-	-	211	5 00
Orange, . . .	3 43.8	1,200 00	-	-	349	25 00
Rowe, . . .	3 35.6	500 00	-	-	149	166 53
Heath, . . .	3 35.2	600 00	-	-	179	177 75
New Salem, . .	3 27.9	1,000 00	-	-	305	67 50
Gill, . . .	3 20.5	500 00	-	-	156	240 00
Shelburne, . . .	2 94.1	800 00	-	-	272	325 00
Leverett, . . .	2 88.5	600 00	-	-	208	185 33
Conway, . . .	2 80.4	1,200 00	-	-	428	500 00
Shutesbury, . .	2 80.4	600 00	-	-	214	133 00
Ashfield, . . .	2 71.6	850 00	-	-	313	587 50
Wendell, . . .	2 52.8	450 00	-	-	178	-
Leyden, . . .	2 50	400 00	-	-	160	251 25
Northfield, . .	2 49.6	1,000 00	66 00	1,066 00	427	125 00
Hawley, . . .	2 43.9	500 00	-	-	205	310 50
Bernardston, . .	2 41.5	500 00	-	-	207	112 00
Coleraine, . . .	2 33.1	1,000 00	-	-	429	922 00
Monroe, . . .	2 25.5	94 00	12 00	106 00	47	116 00
Charlemont, . .	2 24.7	600 00	-	-	267	275 00

BERKSHIRE COUNTY.

SANDISFIELD, . .	3 62.2	900 00	219 24	1,119 24	309	680 00
Lee, . . .	3 53.8	3,160 00	-	-	893	600 00
Otis, . . .	3 36.8	650 00	-	-	193	380 00
Pittsfield, . . .	3 36	5,000 00	-	-	1,488	300 00
Peru, . . .	3 24.3	360 00	-	-	111	214 00
N. Marlboro', . .	3 20.7	750 00	327 55	1,077 55	336	296 00
Cheshire, . . .	2 93.1	900 00	-	-	307	410 00
Hancock, . . .	2 70.3	500 00	-	-	185	470 50
Monterey, . . .	2 70.2	400 00	67 40	467 40	173	-
Egremont, . . .	2 67.1	625 00	-	-	234	567 00
Alford, . . .	2 54.2	300 00	-	-	118	270 41
Lanesborough, . .	2 52.7	800 00	39 12	839 12	332	350 00
Tyringham, . . .	2 50	450 00	-	-	180	125 00
W. Stockbridge . .	2 50	800 00	-	-	320	450 00
Hinsdale, . . .	2 39.9	650 00	-	-	271	403 35

SCHOOL RETURNS—1854-5.

lxi

BRISTOL COUNTY.

For 1854-5.	For 1853-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus from other sources appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
10	1	N. BEDFORD,	\$8 09.6	\$26,466 76	2,200 00	28,666 76	3,541	-
13	2	Fairhaven,	6 01.9	6,700 00	-	-	1,113	-
11	3	Fall River,	4 96.7	13,500 00	-	-	2,718	-
4	4	Taunton,	4 81.7	14,000 00	-	-	2,906	-
1	5	Attleborough,	4 79.3	4,467 01	-	-	932	\$114 53
7	6	Somerset,	4 70.6	1,200 00	-	-	255	-
3	7	Mansfield,	4 00	1,688 00	-	-	422	-
15	8	Norton,	3 90.6	1,500 00	-	-	384	-
5	9	Berkley,	3 80.7	750 00	-	-	197	212 00
2	10	Pawtucket,	3 62.2	3,300 00	-	-	911	-
18	11	Dartmouth,	3 50.9	3,000 00	-	-	855	631 00
17	12	Westport,	3 40.6	2,000 00	248 18	2,248 18	660	900 00
6	13	Dighton,	3 06.8	1,075 00	100 00	1,175 00	383	214 00
12	14	Raynham,	3 02.1	1,000 00	-	-	331	-
9	15	Seekonk,	2 96.4	1,200 00	269 92	1,469 92	496	241 45
14	16	Freetown,	2 84.9	1,000 00	-	-	351	-
8	17	Easton,	2 82.5	1,500 00	-	-	531	50 00
16	18	Rehoboth,	2 76.5	1,000 00	139 35	1,139 35	412	342 50
19	19	Swanzey,	2 14.3	600 00	-	-	280	30 00

PLYMOUTH COUNTY.

1	1	PLYMOUTH,	5 97.4	7,850 00	-	-	1,314	-
2	2	Kingston,	5 55.5	1,600 00	-	-	288	-
3	3	Hingham,	5 37.7	4,140 14	-	-	770	-
7	4	Hull,	5 11.4	281 29	-	-	55	-
6	5	Abington,	4 92.6	6,000 00	-	-	1,218	-
5	6	S. Scituate,	4 72.2	1,700 00	-	-	360	-
4	7	Duxbury,	4 25.5	2,100 00	296 00	2,396 00	563	15 00
18	8	Scituate,	4 23.7	2,000 00	-	-	472	-
16	9	Bridgewater,	4 18.8	2,500 00	-	-	597	-
10	10	Marshfield,	4 15.5	1,500 00	-	-	361	-
8	11	Lakeville,	4 08.2	1,080 00	-	-	245	55 00
12	12	Pembroke,	3 84	1,000 00	152 00	1,152 00	300	30 00
20	13	Rochester,	3 83.4	2,500 00	-	-	652	114 55
13	14	Hanover,	3 76.1	1,200 00	-	-	319	36 00
9	15	Hanson,	3 75	900 00	-	-	240	-
11	16	W. Bridgewater,	3 57.1	1,200 00	-	-	336	-
23	17	E. Bridgewater,	3 44.2	2,000 00	-	-	581	-
14	18	Middleboro',	3 42.1	3,000 00	-	-	877	618 00
15	19	Halifax,	3 40.9	600 00	-	-	176	-
17	20	Wareham,	3 26.9	2,400 00	-	-	734	-
19	21	Marion,	2 97	600 00	-	-	202	-
22	22	Plympton,	2 80.4	600 00	-	-	214	53 68
21	23	N. Bridgewater,	2 66.9	3,000 00	-	-	1,124	-
24	24	Carver,	2 20.3	650 00	-	-	295	350 00

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1853-4.	For 1854-5.	COUNTIES.	Sum appropriated by counties for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK, .	\$9 73.5	\$255,008 44	-	\$255,008 00	26,196	-
2	2	Nantucket, .	6 99.4	10,722 51	-	10,722 51	1,533	-
3	3	Middlesex, .	6 47.2	219,812 06	\$136 01	219,948 07	33,987	\$790 13
4	4	Norfolk, .	6 38.3	115,170 02	662 50	115,832 52	18,148	376 00
5	5	Bristol, .	4 90.5	85,946 77	757 45	86,704 22	17,678	2,729 48
6	6	Essex, .	4 85.4	142,020 00	1,182 93	143,202 93	29,501	369 80
8	7	Plymouth, .	4 13	50,321 43	448 00	50,769 43	12,293	1,222 73
7	8	Hampden, .	3 96	42,921 95	1,926 96	42,848 91	11,326	5,064 38
9	9	Worcester, .	3 91.7	110,295 00	854 89	111,149 89	28,377	1,239 35
11	10	Dukes, .	3 80.5	3,550 00	-	3,550 00	933	70 00
10	11	Hampshire, .	3 64.4	25,900 00	386 98	26,286 98	7,214	4,079 01
12	12	Barnstable, .	3 28.4	25,800 00	1,952 24	27,752 24	8,450	4,409 21
13	13	Franklin, .	3 13	21,389 58	305 26	21,694 84	6,931	6,064 24
14	14	Berkshire, .	2 59.1	28,550 00	878 45	29,428 45	11,357	11,361 66

AGGREGATE FOR THE STATE.

14	Counties, .	5 36.1	1,137,407 76	9,491 61	1,146,899 37	213,934	37,776 09
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SCHOOL RETURNS—1854-5.

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GRADUATED TABLES—SECOND SERIES.

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1854-5.

For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus revenue, and of similar funds.	Valuation of 1850.
1	1	WELLFLEET, . . .	\$.008-80	\$2,590 00	\$294,228 00
2	2	Lynn,* . . .	5-38	22,350 00	4,148,989 00
3	3	Buckland, . . .	5-16	1,176 75	227,773 00
30	4	Stoneham, . . .	4-77	2,300 00	481,862 00
29	5	Mansfield, . . .	4-45	1,688 00	378,902 00
6	6	Winchester, . . .	4-31	2,800 00	649,346 00
4	7	Attleborough, . . .	4-30	4,467 01	1,030,000 00
11	8	Somerville, . . .	4-24	4,920 00	2,102,631 00
12	9	Abington, . . .	4-09	6,000 00	1,466,878 00
22	10	Danvers,† . . .	3-99	13,217 00	3,312,779 10
5	11	Milford, . . .	3-93	4,500 00	1,144,721 00
9	12	Melrose, . . .	3-88	1,962 22	505,098 00
8	13	Natick, . . .	3-82	3,500 00	916,210 00
34	14	Harwich, . . .	3-81	2,000 00	524,699 75
18	15	Gloucester, . . .	3-80	9,000 00	2,369,251 95
47	16	Taunton, . . .	3-78	14,000 00	3,701,472 00
15	17	Provincetown, . . .	3-74	3,900 00	1,043,135 00
7	18	Rockport, . . .	3-72	2,500 00	672,410 07
17	19	South Reading, . . .	3-71	2,800 00	755,019 00
25	20	Pawtucket, . . .	3-60	3,300 00	916,587 00
10	21	Truro, . . .	3-54	1,300 00	367,199 50
23	22	Medway, . . .	3-46	3,000 00	867,176 00
20	23	Quincy, . . .	3-41	7,115 00	2,085,625 38
14	24	Orleans, . . .	3-38	1,100 00	325,576 30
24	25	Saugus, . . .	3-34	1,645 00	491,917 50
39	26	Lee, . . .	3-27	3,160 00	966,320 00
57	27	Clinton, . . .	3-24	2,945 00	909,148 00
19	28	Manchester, . . .	3-20	1,600 00	499,507 50
41	29	Reading,‡ . . .	3-17	3,400 00	1,071,042 00
21	30	Plymouth, . . .	3-17	7,850 00	2,473,123 00
26	31	Weymouth, . . .	3-15	5,400 00	1,714,014 75
133	32	Chatham, . . .	3-10	1,500 00	484,718 25
36	33	Hopkinton, . . .	3-10	2,750 00	887,091 50

* Including Swampscott and Nahant.

† Including South Danvers.

‡ Including North Reading.

SCHOOL RETURNS—1854-5.

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For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, Income of Surplus Revenue, and of similar Funds.	Valuation of 1854.
225*	84	Huntington, . . .	\$.002-48	\$600 00	\$241,678 00
238	85	Watertown, . . .	2-47	5,800 00	2,351,583 20
62	86	Walpole, . . .	2-46	2,000 00	812,984 50
181	87	East Bridgewater, . .	2-46	2,000 00	814,600 00
159	88	Amesbury, . . .	2-45	2,500 00	1,062,792 50
160	89	Salisbury, . . .	2-44	2,500 00	1,023,861 83
100	90	Falmouth, . . .	2-43	2,321 24	954,466 75
65	91	New Salem, . . .	2-43	1,000 00	410,657 00
192	92	Dorchester, . . .	2-43	16,500 00	6,785,916 46
67	93	Shutesbury, . . .	2-42	600 00	248,125 00
68	94	Florida, . . .	2-41	350 00	145,049 00
69	95	Cohasset, . . .	2-41	1,800 00	746,872 68
72	96	Hanson, . . .	2-39	900 00	376,786 00
71	97	Northbridge, . . .	2-39	1,500 00	627,979 70
90	98	Hull, . . .	2-38	288 29	117,823 00
117	99	Woburn, . . .	2-37	4,647 00	1,962,577 00
127	100	Braintree, . . .	2-37	2,500 00	1,054,783 30
74	101	Lancaster, . . .	2-37	1,600 00	674,224 00
145	102	Medford, . . .	2-36	5,700 00	2,409,333 00
63	103	Ware, . . .	2-34	2,600 00	1,108,228 00
78	104	Halifax, . . .	2-34	600 00	255,884 00
116	105	Nantucket, . . .	2-33	10,722 51	4,598,362 00
111	106	Marshfield, . . .	2-33	1,500 00	643,191 00
81	107	W. Bridgewater, . .	2-32	1,200 00	516,955 00
82	108	Rowe, . . .	2-32	500 00	215,432 00
126	109	Westhampton, . . .	2-32	500 00	215,719 00
130	110	Dana, . . .	2-32	500 00	211,123 00
197	111	Gardner, . . .	2-32	1,300 00	558,389 00
86	112	North Brookfield, . .	2-30	1,500 00	651,332 00
88	113	Bolton, . . .	2-28	1,200 00	525,254 00
87	114	Heath, . . .	2-28	600 00	263,640 00
33†	115	Waltham, . . .	2-27	6,300 00	2,778,446 50
83	116	Wrentham, . . .	2-27	2,541 87	1,121,721 00
91	117	Dighton, . . .	2-27	1,175 00	517,487 00
89	118	South Scituate, . . .	2-27	1,700 00	747,414 00
94	119	Wenham, . . .	2-26	800 00	354,409 00
273	120	Southborough, . . .	2-26	1,350 00	598,407 60
271	121	Leverett, . . .	2-25	600 00	266,704 00
75	122	Chicopee, . . .	2-23	7,693 53	3,442,597 00
77	123	Duxbury, . . .	2-23	2,396 00	1,076,363 00
98	124	Millbury, . . .	2-23	2,200 00	985,030 00
99	125	Littleton, . . .	2-23	1,050 00	471,879 00
105	126	Concord, . . .	2-22	2,800 00	1,262,803 20
157	127	Fall River, . . .	2-22	13,500 00	6,091,250 00
102	128	Grafton, . . .	2-21	3,000 00	1,356,063 00
58	129	Sunderland, . . .	2-21	700 00	316,442 00
104	130	Ashburnham, . . .	2-20	1,500 00	681,420 00
188	131	Bellingham, . . .	2-20	1,140 63	517,797 87
106	132	Hanover, . . .	2-18	1,200 00	550,089 00
153	133	Hubbardston, . . .	2-17	1,400 00	643,503 00

* Norwich.

† Last year Waltham should have ranked 128 instead of 33.

SCHOOL RETURNS—1854-5.

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For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus revenue, and of similar funds.	Valuation of 1850.
184	Southbridge, ...	\$1.001-94	\$2,200 00	\$1,131,673 00
185	Russell, ...	1-94	325 00	167,528 00
186	Raynham, ...	1-94	1,000 00	514,908 00
187	Carlisle, ...	1-93	625 00	323,524 00
188	Westfield, ...	1-92	3,000 00	1,563,758 00
189	Plainfield, ...	1-92	550 00	286,006 00
190	Stowe, ...	1-92	1,200 00	623,390 00
191	Washington, ...	1-91	450 00	236,195 00
192	Shrewsbury, ...	1-90	1,500 00	788,836 00
193	Blackstone, ...	1-89	3,238 00	1,705,166 00
194	Lunenburg, ...	1-89	1,200 00	636,547 00
195	West Boylston, ...	1-88	1,000 00	531,117 00
196	Montgomery, ...	1-88	300 00	159,691 00
197	Tyringham, ...	1-88	450 00	239,086 00
198	Pittsfield, ...	1-88	5,000 00	2,660,744 66
199	Milton, ...	1-88	3,250 00	1,733,127 00
200	Kingston, ...	1-88	1,600 00	853,645 00
201	Methuen, ...	1-88	2,000 00	1,059,148 45
202	North Chelsea,*	1-87	1,500 00	801,944 00
203	Winchendon, ...	1-87	1,720 00	918,365 00
204	Sterling, ...	1-87	1,500 00	801,310 00
205	Pelham, ...	1-86	400 00	214,606 00
206	Carver, ...	1-86	650 00	347,995 00
207	Easthampton, ...	1-84	800 00	434,564 00
208	Wales, ...	1-84	400 00	217,938 00
209	Hawley, ...	1-83	500 00	273,212 00
210	New Bedford, ...	1-83	26,466 76	14,489,266 00
211	Chesterfield, ...	1-82	700 00	384,115 00
212	Granville, ...	1-82	698 00	384,110 00
213	Peru, ...	1-82	360 00	197,142 00
214	Plympton, ...	1-82	600 00	330,503 00
215	Spencer, ...	1-81	1,500 00	828,611 00
216	Newbury, ...	1-81	1,200 00	663,155 30
217	Berlin, ...	1-81	500 00	276,330 00
218	Harvard, ...	1-80	1,336 00	741,352 00
219	Randolph, ...	1-80	3,000 00	1,663,428 25
220	Canton, ...	1-80	2,500 00	1,387,372 75
221	Boxford, ...	1-79	961 77	538,288 67
222	Holden, ...	1-79	1,400 00	787,834 50
223	Enfield, ...	1-78	800 00	450,684 00
224	Sturbridge, ...	1-77	1,500 00	846,330 00
225	Conway, ...	1-77	1,200 00	679,492 00
226	Freetown, ...	1-77	1,000 00	565,096 00
227	Northborough, ...	1-76	1,100 00	625,596 00
228	Weston, ...	1-76	1,250 00	708,876 00
229	Andover,†	1-76	5,500 00	3,131,122 75
230	Warren, ...	1-75	1,200 00	686,931 00
231	Monson, ...	1-75	1,600 00	916,185 00
232	Monroe, ...	1-75	106 00	60,538 00
233	Orange, ...	1-75	1,200 00	686,974 00

*Including Winthrop.

†Including North Andover.

SCHOOL RETURNS—1854-5.

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For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus Revenue, and of similar Funds.	Valuation of 1850.
70 284	Holland, . . .	\$2.001-50	\$200 00	\$141,897 00
75 285	Charlton, . . .	1-49	1,400 00	942,701 00
53 286	Wilbraham, . . .	1-49	1,374 76	923,287 50
34 287	West Stockbridge, . . .	1-48	800 00	541,186 00
78 288	Westford, . . .	1-47	1,200 00	814,078 00
79 289	Northfield, . . .	1-47	1,066 00	726,681 00
31 290	Worthington, . . .	1-46	646 98	443,273 00
34 291	New Braintree, . . .	1-44	800 00	554,624 00
35 292	Hatfield, . . .	1-42	1,000 00	706,290 00
57 293	Tyngsborough, . . .	1-42	700 00	492,830 00
14 294	Hancock, . . .	1-41	500 00	355,151 00
38 295	Mendon, . . .	1-39	927 49	668,939 00
39 296	Prescott, . . .	1-38	350 00	253,561 00
30 297	Egremont, . . .	1-37	625 00	453,165 00
31 298	Alford, . . .	1-37	300 00	219,734 00
32 299	Stockbridge, . . .	1-36	1,000 00	733,871 00
55 300	Williamstown, . . .	1-34	1,300 00	973,309 00
36 301	Hamilton, . . .	1-33	600 00	452,403 00
39 302	Boylston, . . .	1-33	600 00	450,982 00
37 303	Bernardston, . . .	1-33	500 00	375,366 00
31 304	Dalton, . . .	1-33	600 00	451,247 00
32 305	Dartmouth, . . .	1-32	3,000 00	2,279,942 00
36 306	Dunstable, . . .	1-25	450 00	361,061 00
13 307	Sheffield, . . .	1-24	1,377 05	1,108,145 00
12 308	Burlington, . . .	1-22	350 00	287,868 00
37 309	Leicester, . . .	1-20	1,460 00	1,219,330 00
16 310	Sudbury, . . .	1-20	1,100 00	915,867 00
36 311	Mount Washington, . . .	1-18	110 00	93,402 00
38 312	Great Barrington, . . .	1-16	1,500 00	1,288,176 00
39 313	Wendell, . . .	1-16	450 00	389,204 00
17 314	Boston, . . .	1-14	243,508 00	213,310,067 00
19 315	Brookline, . . .	1-10	6,000 00	5,436,854 00
10 316	Swansey, . . .	1-10	600 00	544,232 00
33 317	Richmond, . . .	1-09	400 00	367,058 00
11 318	West Springfield,* . . .	1-08	1,800 00	1,661,640 50
18 319	Chilmark, . . .	0-95	450 00	471,365 00
15 320	New Ashford, . . .	0-60	60 00	99,966 00
	Southwick, . . .	No returns.	-	525,318 00
	Winthrop, . . .	Included in N. Chelsea,	500 00	
	Swampscott, . . .	" Lynn,	1,500 00	
	Nahant, . . .	" "	850 00	
	West Roxbury, . . .	" Roxbury,	8,300 00	
	Marion, . . .	" Rochester,	600 00	
	Lakeville, . . .	" Middleboro'	1,000 00	
	North Reading, . . .	" Reading,	900 00	
	North Andover,† . . .	" Andover,	-	
	South Danvers,† . . .	" Danvers,	-	
	Agawam,† . . .	" W. Springfield,	-	

* Including Agawam.

† Incorporated at the last session of the Legislature.

SCHOOL RETURNS—1854-5.

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ESSEX COUNTY—CONTINUED.

For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
23	23	Boxford, . . .	\$0.001-79	\$961 77	\$538,288 67
29	24	Andover,* . . .	1-76	5,500 00	3,131,122 75
24	25	Lynnfield, . . .	1-74	600 00	345,356. 00
14	26	Georgetown, . . .	1-68	1,200 00	715,213 00
28	27	Salem, . . .	1-59	21,745 00	13,654,738 70
27	28	Topsfield, . . .	1-55	725 00	468,981 30
26	29	Rowley, . . .	1-53	700 00	456,089 37
30	30	Hamilton, . . .	1-33	600 00	452,403 00
		Swampscott,† . . .	-	1,500 00	- -
		Nahant,† . . .	-	850 00	- -
		North Andover,‡ . . .	-	- -	- -
		South Danvers, . . .	-	- -	- -

MIDDLESEX COUNTY.

6	1	STONEHAM, . . .	4-77	2,300 00	481,862 00
1	2	Winchester, . . .	4-31	2,800 00	649,346 00
4	3	Somerville, . . .	4-24	4,920 00	2,102,631 00
3	4	Melrose, . . .	3-88	1,962 22	505,098 00
2	5	Natick, . . .	3-82	3,500 00	916,210 00
5	6	South Reading, . . .	3-71	2,800 00	755,019 00
12	7	Reading,** . . .	3-17	2,500 00	1,071,042 00
10	8	Hopkinton, . . .	3-10	2,750 00	887,091 50
14	9	Lowell, . . .	2-96	50,000 00	16,866,919 10
7	10	Charlestown, . . .	2-95	25,475 00	8,624,690 00
11	11	Ashland, . . .	2-85	1,160 00	407,121 00
20	12	Newton, . . .	2-79	8,800 00	3,157,340 00
9	13	Bedford, . . .	2-71	952 63	350,999 00
13	14	Holliston, . . .	2-68	2,200 00	821,596 00
15	15	Malden, . . .	2-66	4,600 00	1,731,662 40
16	16	Cambridge, . . .	2-65	28,193 48	10,608,787 70
32	17	Wayland, . . .	2-61	1,250 00	479,084 00
17	18	Brighton, . . .	2-53	4,129 36	1,634,725 00
18	19	Framingham, . . .	2-49	4,750 00	1,910,613 00
22	20	Lexington, . . .	2-48	2,900 00	1,170,428 00
38	21	Watertown, . . .	2-47	5,800 00	2,351,583 20
23	22	Woburn, . . .	2-37	4,647 00	1,962,577 00
28	23	Medford, . . .	2-36	5,700 00	2,409,333 00
8	24	Waltham,†† . . .	2-27	6,300 00	2,778,446 50
19	25	Littleton, . . .	2-23	1,050 00	471,879 00
21	26	Concord, . . .	2-22	2,800 00	1,262,803 20
45	27	Townsend, . . .	2-11	1,800 00	855,970 00
24	28	Shirley, . . .	2-11	1,200 00	569,910 00

* Including N. Andover. † Included in Lynn. ‡ Included in Andover. § Included in Danvers.
 ** Including N. Reading. †† For 1853-4, Waltham should rank 26 instead of 8.

SCHOOL RETURNS—1854-5.

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WORCESTER COUNTY—CONTINUED.

For 1853-4	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to schools, equivalent to mills and hundredths of mills.	Appropriations, including the sum paid by State, Income of Surplus, Revenue, and of similar Funds.	Valuation of 1850.
13	20	Brookfield, . . .	\$0.002-06	\$1,300 00	\$632,064 00
17	21	Westminster, . . .	2-05	1,500 00	732,784 00
18	22	Upton, . . .	2-00	1,200 00	601,308 00
27	23	Worcester, . . .	1-98	22,000 00	11,085,506 70
19	24	Douglas, . . .	1-98	1,344 00	678,709 00
23	25	Barre, . . .	1-98	2,836 00	1,430,964 00
31	26	Rutland, . . .	1-95	1,000 00	513,447 00
54	27	Southbridge, . . .	1-94	2,200 00	1,131,673 00
57	28	Shrewsbury, . . .	1-90	1,500 00	788,836 00
37	29	Blackstone, . . .	1-89	3,238 00	1,705,166 00
21	30	Lunenburg, . . .	1-89	1,200 00	636,547 00
35	31	West Boylston, . . .	1-88	1,000 00	531,117 00
45	32	Winchendon, . . .	1-87	1,720 00	918,365 00
22	33	Sterling, . . .	1-87	1,500 00	801,310 00
52	34	Spencer, . . .	1-81	1,500 00	828,611 00
24	35	Berlin, . . .	1-81	500 00	276,330 00
26	36	Harvard, . . .	1-80	1,336 00	741,352 00
46	37	Holden, . . .	1-79	1,400 00	787,834 50
30	38	Sturbridge, . . .	1-77	1,500 00	846,330 00
38	39	Northborough, . . .	1-76	1,100 00	625,596 00
32	40	Warren, . . .	1-75	1,200 00	686,931 00
33	41	Templeton, . . .	1-71	1,500 00	877,725 00
34	42	West Brookfield, . . .	1-70	900 00	528,764 00
36	43	Oakham, . . .	1-69	700 00	413,351 00
39	44	Royalston, . . .	1-60	1,200 00	751,008 00
40	45	Princeton, . . .	1-58	1,000 00	631,911 00
41	46	Oxford, . . .	1-57	1,500 00	955,645 00
42	47	Phillipston, . . .	1-57	600 00	383,141 00
25	48	Hardwick, . . .	1-57	1,300 00	829,396 00
43	49	Dudley, . . .	1-54	1,000 00	651,391 00
44	50	Sutton, . . .	1-53	1,500 00	977,822 00
47	51	Uxbridge, . . .	1-52	1,721 00	1,129,366 50
48	52	Petersham, . . .	1-51	1,200 00	792,077 00
49	53	Auburn, . . .	1-50	600 00	399,896 00
51	54	Charlton, . . .	1-49	1,400 00	942,701 00
53	55	New Braintree, . . .	1-44	800 00	554,624 00
55	56	Mendon, . . .	1-39	927 49	668,939 60
56	57	Boylston, . . .	1-33	600 00	450,982 60
58	58	Leicester, . . .	1-20	1,460 00	1,219,330 00

HAMPSHIRE COUNTY.

2	1	SOUTH HADLEY, . . .	2-71	1,800 00	663,482 00
1	2	Greenwich, . . .	2-63	600 00	228,570 00
15	3	Huntington, . . .	2-48	600 00	241,678 00

HAMPSHIRE COUNTY—CONTINUED.

For 1883-4.	For 1884-5.	TOWNS.	Percentage of Valuation appropriated for the school year, equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus, revenue, and of similar Funds.	Valued
3	4	Ware, . . .	\$8.002-34	\$2,600 00	\$1,
9	5	Westhampton, . . .	2-32	500 00	
14	6	Belchertown, . . .	2-17	1,800 00	
6	7	Granby, . . .	2-15	850 00	
7	8	Amherst, . . .	2-11	2,500 00	1,
10	9	Cummington, . . .	2-00	750 00	
11	10	Northampton, . . .	2-00	5,000 00	2,
12	11	Middlefield, . . .	1-97	590 00	
13	12	Goshen, . . .	1-96	350 00	
8	13	Plainfield, . . .	1-92	550 00	
4	14	Pelham, . . .	1-86	400 00	
16	15	Easthampton, . . .	1-84	800 00	
23	16	Chesterfield, . . .	1-82	700 00	
18	17	Enfield, . . .	1-78	800 00	
5	18	Hadley, . . .	1-66	1,500 00	
17	19	Southampton, . . .	1-59	600 00	
19	20	Williamsburg, . . .	1-54	1,000 00	
20	21	Worthington, . . .	1-46	646 98	
21	22	Hatfield, . . .	1-42	1,000 00	
22	23	Prescott, . . .	1-38	350 00	

HAMPDEN COUNTY.

3	1	SPRINGFIELD, . . .	2-51	16,002 96	6,
1	2	Chicopee, . . .	2-23	7,693 53	3,
2	3	Palmer, . . .	2-11	2,544 50	1,
9	4	Holyoke, . . .	2-10	3,800 00	1,
8	5	Russell, . . .	1-94	325 00	
4	6	Westfield, . . .	1-92	3,000 00	1,
6	7	Montgomery, . . .	1-88	300 00	
7	8	Wales, . . .	1-84	400 00	
10	9	Granville, . . .	1-82	698 00	
11	10	Monson, . . .	1-75	1,600 00	
12	11	Ludlow, . . .	1-74	800 00	
17	12	Blandford, . . .	1-69	874 16	
13	13	Longmeadow, . . .	1-65	1,400 00	
5	14	Chester, . . .	1-65	700 00	
14	15	Brimfield, . . .	1-64	1,100 00	
15	16	Tolland, . . .	1-56	316 00	
18	17	Holland, . . .	1-50	200 00	
16	18	Wilbraham, . . .	1-49	1,374 76	
19	19	West Springfield,*	1-08	1,800 00	1,
20	20	Southwick, . . .	No returns.	-	
		Agawam,† . . .			

*Including Agawam.

† Included in West Springfield.

SCHOOL RETURNS—1854-5.

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FRANKLIN COUNTY.

For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the amount raised by taxes, Income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
1	1	BUCKLAND, . . .	\$.005-16	\$1,176 75	\$227,773 00
2	2	Montague, . . .	3-07	1,372 00	447,222 00
3	3	Erving, . . .	2-62	405 26	154,821 00
5	4	New Salem, . . .	2-43	1,000 00	410,657 00
6	5	Shutesbury, . . .	2-42	600 00	248,125 00
7	6	Rowe, . . .	2-32	500 00	215,432 00
8	7	Heath, . . .	2-28	600 00	263,640 00
20	8	Leverett, . . .	2-25	600 00	266,704 00
4	9	Sunderland, . . .	2-21	700 00	316,442 00
9	10	Greenfield, . . .	2-05	2,200 00	1,072,889 00
10	11	Deerfield, . . .	2-03	2,021 25	1,009,306 00
26	12	Leyden, . . .	2-01	400 00	199,268 00
11	13	Hawley, . . .	1-83	500 00	273,212 00
23	14	Conway, . . .	1-77	1,200 00	679,492 00
12	15	Monroe, . . .	1-75	106 00	60,538 00
17	16	Orange, . . .	1-75	1,200 00	686,974 00
21	17	Whately, . . .	1-71	750 00	438,772 00
13	18	Gill, . . .	1-70	500 00	293,207 00
14	19	Shelburne, . . .	1-70	800 00	470,874 00
15	20	Charlemont, . . .	1-66	600 00	361,311 00
16	21	Ashfield, . . .	1-62	850 00	525,901 00
18	22	Warwick, . . .	1-60	727 58	454,605 00
19	23	Coleraine, . . .	1-56	1,000 00	642,893 00
22	24	Northfield, . . .	1-47	1,066 00	726,681 00
24	25	Bernardston, . . .	1-33	500 00	375,366 00
25	26	Wendell, . . .	1-16	450 00	389,204 00

BERKSHIRE COUNTY.

1	1	LEE, . . .	3-27	3,160 00	966,320 00
3	2	Sandisfield, . . .	2-57	1,119 24	463,328 00
4	3	Savoy, . . .	2-49	428 00	171,936 00
2	4	Florida, . . .	2-41	350 00	145,049 00
5	5	New Marlborough, . . .	2-17	1,077 55	495,871 00
7	6	Becket, . . .	2-11	673 09	313,915 00
6	7	Clarksburg, . . .	2-11	200 00	94,835 00
8	8	Monterey, . . .	2-05	467 40	227,960 00
9	9	Otis, . . .	2-04	650 00	319,400 00
10	10	Washington, . . .	1-91	450 00	236,195 00
14	11	Tyringham, . . .	1-88	450 00	239,086 00
12	12	Pittsfield, . . .	1-88	5,000 00	2,660,744 60
18	13	Peru, . . .	1-82	360 00	197,142 00
24	14	Cheshire, . . .	1-74	900 00	516,586 50
13	15	Windsor, . . .	1-67	500 00	298,619 00

SCHOOL RETURNS—1854-5.

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BRISTOL COUNTY.

For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, Income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
1	MANSFIELD, . . .	\$.001-45	\$1,688 00	\$378,902 00
2	Attleborough, . . .	4-30	4,467 01	1,038,000 00
3	Taunton, . . .	3-78	11,000 00	3,701,472 00
4	Pawtucket, . . .	3-60	3,300 00	916,587 00
5	Berkley, . . .	2-87	750 00	261,405 00
6	Somerset, . . .	2-59	1,200 00	463,495 00
7	Dighton, . . .	2-27	1,175 00	517,487 00
8	Fall River, . . .	2-22	13,500 00	6,091,250 00
9	Easton, . . .	2-12	1,500 00	707,887 00
10	Seekonk, . . .	2-11	1,469 92	695,324 00
11	Norton, . . .	2-11	1,500 00	714,021 00
12	Fairhaven, . . .	2-06	6,700 00	3,248,990 00
13	Raynham, . . .	1-94	1,000 00	514,908 00
14	New Bedford, . . .	1-83	26,466 76	14,489,266 00
15	Freetown, . . .	1-77	1,000 00	565,096 00
16	Rehoboth, . . .	1-65	1,139 35	689,206 00
17	Westport, . . .	1-55	2,248 18	1,451,080 00
18	Dartmouth, . . .	1-32	3,000 00	2,279,942 00
19	Swansey, . . .	1-10	600 00	544,232 00

PLYMOUTH COUNTY.

1	ABINGTON, . . .	4-09	6,000 00	1,466,878 00
2	Plymouth, . . .	3-17	7,850 00	2,473,123 00
3	Scituate, . . .	3-01	2,000 00	664,955 00
4	North Bridgewater, . . .	2-88	3,000 00	1,043,150 00
5	Wareham, . . .	2-66	2,400 00	901,603 00
6	Hingham, . . .	2-64	4,140 14	1,570,886 00
7	Rochester,* . . .	2-62	2,500 00	1,181,629 00
8	Pembroke, . . .	2-61	1,152 00	440,917 00
9	Middleborough,† . . .	2-49	3,000 00	1,603,928 00
10	East Bridgewater, . . .	2-46	2,000 00	814,600 00
11	Hanson, . . .	2-39	900 00	376,786 00
12	Hull, . . .	2-38	281 29	117,823 00
13	Halifax, . . .	2-34	600 00	255,884 00
14	Marshfield, . . .	2-33	1,500 00	643,191 00
15	W. Bridgewater, . . .	2-32	1,200 00	516,955 00
16	South Scituate, . . .	2-27	1,700 00	747,414 00
17	Duxbury, . . .	2-23	2,396 00	1,076,363 00
18	Hanover, . . .	2-18	1,200 00	550,089 00
19	Bridgewater, . . .	2-05	2,500 00	1,222,351 00
20	Kingston, . . .	1-88	1,600 00	853,645 00
21	Carver, . . .	1-86	650 00	347,995 00
22	Plympton, . . .	1-82	600 00	330,503 00
23	Marion,‡ . . .	—	600 00	—
24	Lakeville, . . .	—	1,000 00	—

* Including Marion.

† Included in Rochester.

‡ Including Lakeville.

|| Included in Middleborough.

A GRADUATED TABLE—SECOND SERIES.

The different Counties in the State, numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1854-5.

For 1854-5	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1850.	Amount contributed for board and fuel.
1	BARNSTABLE,	\$.003.12	\$25,800 00	\$1,952 24	\$27,752 24	\$8,837,349 74	\$4,409 21
2	Plymouth, ...	2.644	50,321 43	448 00	50,769 43	19,200,668 00	1,222 73
3	Middlesex, ...	2.641	219,812 06	136 01	219,948 07	83,264,719 50	790 13
4	Essex, ...	2.53	142,020 00	1,182 93	143,202 93	56,556,466 89	369 80
5	Norfolk, ...	2.46	115,170 02	662 50	115,832 52	47,034,521 56	376 00
6	Nantucket, ...	2.33	10,722 51	—	10,722 51	4,595,362 00	—
7	Bristol, ...	2.21	85,946 77	757 45	86,704 22	39,243,560 00	2,729 48
8	Dukes, ...	2.09	3,550 00	—	3,550 00	1,698,005 00	70 00
9	Worcester, ...	2.00	110,295 00	854 89	111,149 89	55,497,794 00	1,239 35
10	Hampden, ...	1.98	42,921 95	1,926 96	44,848 91	22,621,220 77	5,064 38
11	Hampshire, ...	1.97	25,900 00	386 98	26,286 98	13,331,240 00	4,079 01
12	Franklin, ...	1.94	21,389 58	305 26	21,694 84	11,211,309 00	6,064 24
13	Berkshire, ...	1.71	28,550 00	878 45	29,428 45	17,197,607 00	11,361 66
14	Suffolk, ...	1.17	255,008 44	—	255,008 00	217,587,172 00	—
AGGREGATE FOR THE STATE.							
For 1854-5	14 Counties, ...	1.92	1,137,407 76	9,491 61	1,146,899 37	597,936,995 46	37,776 09

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. In some cases, the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases, where without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is more than 100 per cent. This result, supposing the registers to have been properly kept, and the returns correctly made, is to be thus explained:—the mean average attendance upon all the Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

Teachers and committees are sometimes not sufficiently careful to secure an accurate return of the average attendance. On this account it is not claimed that the towns in all cases, are entitled to the exact precedence given them in the Table. They may not be thus entitled by the actual attendance, while they are so according to the returns.

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1854-5.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 PHILLIPSTON*	119	155	1.29-83	24 Chelmsford, .	422	379	.89
2 Monroe,†	47	59	1.25-53	25 Marlborough, .	712	636	.89
3 Hopkinton,‡	638	695	1.10-74	26 Charlton, .	376	335	.89
4 Shrewsbury, .	211	229	1.08-53	27 Russell, .	101	895	.88
5 Framingham, .	805	849	1.05-52	28 Holland, .	78	69	.88
6 Greenwich, .	142	148	1.04-22	29 Royalston, .	316	279	.88
7 Chilmark, .	129	131	1.01-55	30 Holden, .	459	404	.88
8 Leominster, .	636	638	1.00-39	31 Medfield, .	180	158	.88
9 Sherborn, .	197	196	.99-49	32 Cummington, .	211	184	.88
10 Boxborough, .	87	85	.97-70	33 Harvard, .	272	237	.87
11 Bolton, .	250	242	.97	34 Sharon, .	236	206	.87
12 Wayland, .	224	217	.96-87	35 Sunderland, .	180	157	.87
13 Nahant, .	46	44	.96-73	36 Dunstable, .	107	93	.87
14 Orange, .	349	333	.95-55	37 Upton, .	397	344	.87
15 Carlisle, .	101	95	.94-55	38 Coleraine, .	429	370	.87
16 Stowe, .	272	257	.94-48	39 Ashburnham, .	446	381	.86
17 Weston, .	207	193	.93-47	40 Scituate, .	472	403	.85
18 Westborough, .	502	464	.92-43	41 Hawley, .	205	174	.85
19 Warwick, .	211	195	.92-41	42 Brimfield, .	254	215	.85
20 Rowe, .	149	136	.91-27	43 Billerica, .	352	298	.85
21 Littleton, .	166	150	.90-66	44 Foxborough, .	434	368	.85
22 Hardwick, .	285	258	.90-52	45 Natick, .	642	544	.85
23 Pelham, .	166	149	.90-06	46 Paxton, .	167	141	.85

* By referring to the Abstract of School Returns (page xvii.) it will be seen that the School Committee of Phillipston return, as the "No. of Scholars of all ages in all the schools in Winter," 191; as "average attendance" in Winter of 163. This shows the whole attendance to have been 9 more, an average attendance only 19 less than the whole number of persons between 5 and 15 years in the town the 1st of May, added to the whole number attending school during the year under 5 and over 15!

† The School Committee of Monroe return (page xxiv.) the whole attendance in Winter, 82, an average attendance 63. According to this return the whole attendance was 19 more than, and the average attendance was exactly equal to, the whole number of persons between 5 and 15 in the town on the 1st of May, and to the whole number actually attending the schools, during the year, under 5 and over 15!!

‡ According to the Returns from Hopkinton (page xii.) the "No. of Scholars of all ages in all schools" in Winter, was 18 more than all the persons between 5 and 15 in the town on the 1st of May, added to the whole number under 5 and over 15 actually attending school. Summer and Winter

Such unusual results awaken an apprehension of incorrect returns, and that these towns, and perhaps other towns may not be really entitled to the rank severally assigned them in this Table.

SCHOOL RETURNS—1854-5.

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TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
47 Chelsea, .	1,710	1,448	.84-70	96 Berlin, .	203	159	.78-32
48 Petersham, .	317	268	.84-54	97 Danvers, .	1,901	1,487	.78-22
49 Acton, .	331	279	.84-44	98 Southboro', .	297	232	.78-11
50 W. Bridgewater	336	282	.84-07	99 Auburn, .	182	142	.78-02
51 Hubbardston, .	442	371	.83-93	100 Wilmington, .	152	118	.77-96
52 Boylston, .	205	172	.83-90	101 Gill, .	156	121	.77-88
53 Leverett, .	208	174	.83-65	102 Chesterfield, .	205	159	.77-80
54 Pepperell, .	336	281	.83-63	103 Raynham, .	331	257	.77-79
55 Ware, .	556	463	.83-36	104 Quincy, .	1,159	899	.77-61
56 Abington, .	1,218	1,014	.83-29	105 Plymouth, .	1,314	1,019	.77-54
57 Athol, .	450	374	.83-11	106 Lexington, .	405	314	.77-53
58 Lincoln, .	115	95	.83-04	107 Lancaster, .	345	267	.77-39
59 Longmeadow, .	234	194	.82-90	108 Huntington, .	237	183	.77-21
60 N. Brookfield, .	422	348	.82-58	109 Lunenburg, .	256	197	.77-14
61 Cohasset, .	368	302	.82-20	110 Mansfield, .	422	325	.77-01
62 Dover, .	118	97	.82-20	111 Wales, .	137	105	.77
63 Methuen, .	425	348	.82	112 Hanover, .	319	245	.76-95
64 Ashby, .	260	213	.81-92	113 Rehoboth, .	412	317	.76-94
65 Townsend, .	453	369	.81-56	114 Lakeville, .	245	188	.76-93
66 Holliston, .	619	504	.81-50	115 Westford, .	301	231	.76-91
67 Hanson, .	240	195	.81-45	116 Northboro', .	255	196	.76-86
68 Oakham, .	263	214	.81-36	117 Somerset, .	255	196	.76-86
69 Shirley, .	260	211	.81-34	118 Worthington, .	277	212	.76-81
70 Leyden, .	160	130	.81-25	119 Erving, .	90	69	.76-66
71 Boxford, .	219	177	.81-05	120 Wrentham, .	720	552	.76-66
72 Reading, .	447	362	.80-98	121 Winthrop, .	60	46	.76-66
73 Melrose, .	369	297	.80-62	122 New Salem, .	305	233	.76-55
74 Dracut, .	345	278	.80-57	123 Newton, .	1,100	842	.76-54
75 Templeton, .	489	394	.80-57	124 Sterling, .	390	297	.76-28
76 Barre, .	586	472	.80-54	125 Cambridge, .	3,652	2,782	.76-17
77 Norton, .	384	308	.80-33	126 Swampscott, .	253	192	.76-08
78 N. Braintree, .	170	136	.80-29	127 Enfield, .	234	178	.76-06
79 Granby, .	200	160	.80	128 Princeton, .	294	223	.76-02
80 Rutland, .	276	220	.79-89	129 Brighton, .	500	380	.76
81 Heath, .	179	143	.79-88	130 Plainfield, .	131	99	.75-95
82 Edgartown, .	420	335	.79-76	131 Walpole, .	384	291	.75-91
83 Bedford, .	201	160	.79-60	132 Charlestown, .	3,785	2,873	.75-90
84 Provincetown, .	689	548	.79-52	133 N. Chelsea, .	137	104	.75-90
85 Montague, .	344	273	.79-50	134 Halifax, .	176	133	.75-85
86 Millbury, .	558	443	.79-48	135 S. Reading, .	502	380	.75-79
87 Berkley, .	197	156	.79-44	136 Gloucester, .	1,789	1,353	.75-65
88 Bellingham, .	294	233	.79-25	137 Westminster, .	385	291	.75-58
89 Concord, .	404	320	.79-20	138 Montgomery, .	81	61	.75-30
90 Gardner, .	400	316	.79-12	139 Peru, .	111	83	.75-22
91 Bernardston, .	207	163	.78-98	140 Kingston, .	298	216	.75-17
92 Ashland, .	285	225	.78-94	141 Canton, .	598	449	.75-16
93 Boston, .	24289	19067	.78-50	142 Weymouth, .	1,246	936	.75-16
94 Hatfield, .	193	151	.78-49	143 Winchendon, .	460	345	.75-10
95 Windsor, .	222	174	.78-37	144 New Bedford	3,541	2,646	.74-72

TOWNS.				TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.
145	Otis, . .	193	144	.74-61	194	Dorchester, .	1,857	1,311
146	Wellfleet, . .	550	410	.74-54	195	Monterey, . .	173	122
147	Warren, . .	339	252	.74-48	196	Dana, . .	198	139
148	Northfield, . .	427	318	.74-47	197	Dudley, . .	283	197
149	Middleboro', . .	877	652	.74-40	198	Southbridge, .	619	430
150	Sudbury, . .	343	255	.74-34	199	Brookline, . .	508	352
151	W. Cambridge	386	286	.74-09	200	Ipswich, . .	702	487
152	Shutesbury, . .	214	158	.74-06	201	Hingham, . .	770	534
153	Brookfield, . .	411	304	.73-96	202	Sturbridge, . .	497	344
154	Marshfield, . .	361	266	.73-82	203	N. Bridgewater	1,124	777
155	Chester, . .	305	225	.73-77	204	Easton, . .	531	367
156	Hamilton, . .	160	118	.73-75	205	Roxbury, . .	3,760	2,595
157	Spencer, . .	541	399	.73-75	206	N. Reading, . .	220	151
158	Hadley, . .	436	320	.73-50	207	Whately, . .	213	146
159	Fitchburg, . .	1,087	798	.73-41	208	Belchertown, .	586	401
160	Dighton, . .	383	280	.73-23	209	Blandford, . .	307	210
161	Sandisfield, . .	309	226	.73-13	210	Middleton, . .	188	128
162	Stoughton, . .	806	588	.72-95	211	Florida, . .	167	114
163	Buckland, . .	328	238	.72-71	212	Amherst, . .	657	448
164	Waltham, . .	929	675	.72-71	213	Sutton, . .	539	366
165	Medford, . .	903	656	.72-64	214	Becket, . .	290	196
166	Monson, . .	508	369	.72-63	215	W. Roxbury, .	751	508
167	Fairhaven, . .	1,113	807	.72-55	216	Deerfield, . .	539	364
168	Stoneham, . .	450	326	.72-55	217	Alford, . .	118	79
169	Charlemont, . .	267	193	.72-47	218	Beverly, . .	1,184	797
170	Medway, . .	644	466	.72-43	219	Manchester, . .	390	262
171	Haverhill, . .	1,458	1,054	.72-32	220	Northbridge, .	466	313
172	Somerville, . .	983	711	.72-32	221	Wendell, . .	178	119
173	Goshen, . .	108	78	.72-22	222	Chicopee, . .	1,319	881
174	Douglas, . .	420	303	.72-14	223	Falmouth, . .	574	382
175	Middlefield, . .	173	124	.71-96	224	Yarmouth, . .	551	366
176	Lynn, . .	3,088	2,221	.71-92	225	Southampton, .	232	154
177	E. Bridgewater	581	417	.71-77	226	Cheshire, . .	307	203
178	Ashfield, . .	313	224	.71-72	227	Milton, . .	487	322
179	Malden, . .	841	603	.71-70	228	Tewksbury, . .	228	151
180	S. Hadley, . .	413	296	.71-67	229	Franklin, . .	418	275
181	Attleborough, .	932	667	.71-56	230	Savoy, . .	214	140
182	W. Boylston, . .	411	294	.71-53	231	Westport, . .	660	433
183	Needham, . .	416	297	.71-39	232	Watertown, . .	732	479
184	Williamsburg, .	318	227	.71-38	233	Duxbury, . .	563	367
185	Winchester, . .	353	252	.71-38	234	Woburn, . .	903	588
186	Lowell, . .	6,064	4,325	.71-32	235	Salem, . .	4,350	2,828
187	Orleans, . .	451	321	.71-28	236	Carver, . .	295	191
188	Bridgewater, . .	597	425	.71-27	237	Peabroke, . .	300	194
189	Westhampton, .	132	94	.71-21	238	Groveland, . .	273	176
190	S. Scituate, . .	360	225	.70-97	239	Hull, . .	55	35
191	N. Marlboro', .	336	238	.70-83	240	Westfield, . .	907	585
192	Shelburne, . .	272	192	.70-77	241	Dennis, . .	853	550
193	Milford, . .	1,226	867	.70-75	242	Andover, . .	1,433	922

SCHOOL RETURNS—1854-5.

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TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
243	Nantucket, .	1,533	.983	288	Barnstable, .	1,076	.616
244	Saugus, .	369	.236	289	Lee, .	893	.511
245	Chatham, .	535	.342	290	Dartmouth, .	855	.488
246	Richmond, .	209	.133	291	Rochester, .	652	.369
247	Braintree, .	765	.488	292	Burlington, .	99	.56
248	W. Springfield	685	.437	293	Essex, .	316	.178
249	Tyngsboro', .	186	.118	294	Sandwich, .	1,139	.641
250	Mendon, .	250	.159	295	Hancock, .	185	.104
251	Seekonk, .	496	.315	296	Clinton, .	580	.322
252	Wilbraham, .	508	.322	297	Gt. Barringt'n	733	.401
253	Wenham, .	238	.151	298	Rockport, .	790	.432
254	W. Newbury, .	363	.229	299	Hinsdale, .	271	.148
255	Harwich, .	960	.605	300	Adams, .	1,318	.715
256	Conway, .	428	.269	301	New Ashford	40	.21
257	Northampton,	1,182	.743	302	Swansey, .	280	.150
258	Groton, .	623	.391	303	Stockbridge, .	420	.225
259	Leicester, .	561	.352	304	W. Brookfield	303	.159
260	Lynnfield, .	204	.128	305	Blackstone, .	1,022	.536
261	Palmer, .	760	.476	306	Williamst'n, .	659	.345
262	Granville, .	292	.183	307	Pittsfield, .	1,488	.778
263	Plympton, .	214	.134	308	Webster, .	580	.303
264	Grafton, .	850	.532	309	Mt. Wash'gtn	72	.37
265	Ludlow, .	260	.162	310	Tyringham, .	180	.93
266	Prescott, .	201	.125	311	Lawrence, .	2,176	1,116
267	Newbury, .	255	.158	312	Marion, .	202	.103
268	Egremont, .	234	.143	313	Dedham, .	865	.442
269	Randolph, .	1,134	.689	314	Dalton, .	274	.138
270	Amesbury, .	573	.346	315	Topsfield, .	242	.121
271	Holyoke, .	755	.456	316	Pawtucket, .	911	.451
272	Brewster, .	304	.183	317	Lenox, .	378	.187
273	W. Stockb'dge	320	.192	318	Salisbury, .	684	.334
274	Taunton, .	2,906	1,739	319	Washington, .	225	.108
275	Worcester, .	3,845	2,301	320	Springfield, .	3,449	1,621
276	Rowley, .	244	.146	321	Freetown, .	351	.163
277	Marblehead, .	1,627	.972	322	Newburyport	2,575	1,285
278	Sheffield, .	580	.346	323	Bradford, .	290	.128
279	Easthampton, .	225	.134	324	Clarksburg, .	105	.45
280	Wareham, .	734	.432	325	Eastham, .	161	.67
281	Greenfield, .	533	.314	326	Tisbury, .	384	.142
282	Georgetown, .	396	.231	327	Lanesboro', .	332	.116
283	Truro, .	607	.354	328	Agawam, *	-	-
284	Fall River, .	2,718	1,570	329	N. Andover, *	-	-
285	Oxford, .	610	.352	330	S. Danvers, *	-	-
286	Uxbridge, .	658	.380	331	Southwick, †	-	-
287	Tolland, .	144	.83				

* New towns.

† No Returns.

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns, in the respective Counties State, are numerically arranged, according to the mean attendance of their children upon the Public Schools, year 1854-5.

[For an explanation of the principle on which these Tables are constructed, see ante.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.		Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.		Mean average attendance upon School.
1	CHELSEA, .	1,710	1,448	.84-70		3	Winthrop, .	60		
2	Boston, .	24289	19067	.78-50		4	N. Chelsea, .	137		10

ESSEX COUNTY.

1	NAHANT, .	46	44	.96-73		17	Saugus, .	369	2
2	Methuen, .	425	348	.82		18	Wenham, .	238	1
3	Boxford, .	219	177	.81-05		19	W. Newbury, .	363	2
4	Danvers, .	1,901	1,487	.78-22		20	Lynnfield, .	204	1
5	Swampscott, .	253	192	.76-08		21	Newbury, .	255	1
6	Gloucester, .	1,789	1,353	.75-65		22	Amesbury, .	573	3
7	Hamilton, .	160	118	.73-75		23	Rowley, .	244	1
8	Haverhill, .	1,458	1,054	.72-32		24	Marblehead, .	1,627	9
9	Lynn, .	3,088	2,221	.71-92		25	Georgetown, .	396	2
10	Ipswich, .	702	487	.69-37		26	Essex, .	316	1
11	Middleton, .	188	128	.68-35		27	Rockport, .	790	4
12	Beverly, .	1,184	797	.67-31		28	Lawrence, .	2,176	1,1
13	Manchester, .	390	262	.67-30		29	Topsfield, .	242	1
14	Salem, .	4,350	2,828	.65-01		30	Salisbury, .	684	3
15	Groveland, .	273	176	.64-65		31	Newburyport, .	2,875	1,2
16	Andover, .	1,433	922	.64-34		32	Bradford, .	290	1

SCHOOL RETURNS—1854-5.

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MIDDLESEX COUNTY.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 HOPKINTON*	638	695	1.10-74	27 Ashland, .	285	225	.78-94
2 Framingham, .	805	849	1.05-52	28 Wilmington, .	152	118	.77-96
3 Sherborn, .	197	196	.99-49	29 Lexington, .	405	314	.77-53
4 Boxborough, .	87	85	.97-70	30 Westford, .	301	231	.76-91
5 Wayland, .	224	217	.96-87	31 Newton, .	1,100	842	.76-54
6 Carlisle, .	101	95	.94-55	32 Cambridge, .	3,652	2,782	.76-17
7 Stowe, .	272	257	.94-48	33 Brighton, .	500	380	.76
8 Weston, .	207	193	.93-47	34 Charlestown, .	3,785	2,873	.75-90
9 Littleton, .	166	150	.90-66	35 S. Reading, .	502	380	.75-79
10 Chelmsford, .	422	379	.89-81	36 Sudbury, .	343	255	.74-34
11 Marlborough, .	712	636	.89-32	37 W. Cambridge	386	286	.74-09
12 Dunstable, .	107	93	.86-91	38 Waltham, .	929	675	.72-71
13 Billerica, .	352	298	.84-80	39 Medford, .	903	656	.72-64
14 Natick, .	642	544	.84-73	40 Stoneham, .	450	326	.72-55
15 Acton, .	331	279	.84-44	41 Somerville, .	983	711	.72-32
16 Pepperell, .	336	281	.83-63	42 Malden, .	841	603	.71-70
17 Lincoln, .	115	95	.83-04	43 Winchester, .	353	252	.71-38
18 Ashby, .	260	213	.81-92	44 Lowell, .	6,064	4,325	.71-32
19 Townsend, .	453	369	.81-56	45 N. Reading, .	220	151	.68-63
20 Holliston, .	619	504	.81-50	46 Tewksbury, .	228	151	.66-22
21 Shirley, .	260	211	.81-34	47 Watertown, .	732	479	.65-50
22 Reading, .	447	362	.80-98	48 Woburn, .	903	588	.65-11
23 Melrose, .	369	297	.80-62	49 Tyngsboro' .	186	118	.63-70
24 Dracut, .	345	278	.80-57	50 Groton, .	623	391	.62-84
25 Bedford, .	201	160	.79-60	51 Burlington, .	99	56	.56-56
26 Concord, .	404	320	.79-20				

WORCESTER COUNTY.

1 PHILLIPSTON*	119	154	1.29-83	14 Petersham, .	317	268	.84-54
2 Shrewsbury, .	211	229	1.08-53	15 Hubbardston, .	442	371	.83-93
3 Leominster, .	636	638	1.00-39	16 Boylston, .	205	172	.83-90
4 Bolton, .	250	242	.97	17 Athol, .	450	374	.83-11
5 Westborough, .	502	464	.92-43	18 N. Brookfield, .	422	348	.82-58
6 Hardwick, .	285	258	.90-52	19 Oakham, .	263	214	.81-36
7 Charlton, .	376	335	.89-22	20 Templeton, .	489	394	.80-57
8 Royalston, .	316	279	.88-29	21 Barre, .	586	472	.80-54
9 Holden, .	459	404	.88-01	22 N. Braintree, .	170	136	.80-29
10 Harvard, .	272	237	.87-31	23 Rutland, .	276	220	.79-89
11 Upton, .	397	314	.86-64	24 Millbury, .	558	443	.79-48
12 Ashburnham, .	446	381	.85-53	25 Gardner, .	400	316	.79-12
13 Paxton, .	167	141	.84-73	26 Berlin, .	203	159	.78-32

* See note, page 84

SCHOOL RETURNS—1854-5.

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HAMPDEN COUNTY—CONTINUED.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
		Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	
11	Westfield, .	907	585	.64-49	16	Ludlow, .	260 162 .62-50
12	W. Springfield	685	437	.63-79	17	Holyoke, .	755 456 .63-39
13	Wilbraham, .	508	322	.63-48	18	Tolland, .	144 83 .57-63
14	Palmer, .	760	476	.62-69	19	Springfield, .	3,449 1,621 .46-99
15	Granville, .	292	183	.62-67	20	Southwick, .	No return -

FRANKLIN COUNTY.

1	MONROE,* .	47	59	1.25-53	14	Erving, .	90	69	.76-66
2	Orange, .	349	333	.95-55	15	New Salem, .	305	233	.76-55
3	Warwick, .	211	195	.92-41	16	Northfield, .	427	318	.74-47
4	Rowe, .	149	136	.91-27	17	Shutesbury, .	214	158	.74-06
5	Sunderland, .	180	157	.87-22	18	Buckland, .	328	238	.72-71
6	Coleraine, .	429	370	.86-24	19	Charlemont, .	267	193	.72-47
7	Hawley, .	205	174	.84-87	20	Ashfield, .	313	224	.71-72
8	Leverett, .	208	174	.83-65	21	Shelburne, .	272	192	.70-77
9	Leyden, .	160	130	.81-25	22	Whately, .	213	146	.68-54
10	Heath, .	179	143	.79-88	23	Deerfield, .	539	364	.67-53
11	Montague, .	344	273	.79-50	24	Wendell, .	178	119	.66-85
12	Barnardston, .	207	163	.78-98	25	Conway, .	428	269	.62-96
13	Gill, .	156	121	.77-88	26	Greenfield, .	533	314	.58-91

BERKSHIRE COUNTY.

1	WINDSOR, .	222	174	.78-37	17	Hancock, .	185	104	.56-21
2	Peru, .	111	83	.75-22	18	Gt. Barringt'n	733	401	.54-77
3	Otis, .	193	144	.74-61	19	Hinsdale, .	271	148	.54-61
4	Sandisfield, .	309	226	.73-13	20	Adams, .	1,318	715	.54-28
5	N. Marlboro, .	336	238	.70-83	21	New Ashford, .	40	21	.53-75
6	Monterey, .	173	122	.70-52	22	Stockbridge, .	420	225	.53-69
7	Florida, .	167	114	.68-26	23	Williamst'n, .	659	345	.52-35
8	Becket, .	290	196	.67-75	24	Pittsfield, .	1,488	778	.52-31
9	Alford, .	118	79	.67-37	25	Mt. Wash'gtn	72	37	.52-08
10	Cheshire, .	307	203	.66-28	26	Tyringham, .	180	93	.51-94
11	Savoy, .	214	140	.65-65	27	Dalton, .	274	138	.50-36
12	Richmond, .	209	133	.63-87	28	Lenox, .	378	187	.49-47
13	Egremont, .	234	143	.61-11	29	Washington, .	225	108	.48-22
14	W. Stockb'dge	320	192	.60-15	30	Clarksburg, .	105	45	.42-85
15	Sheffield, .	580	346	.59-74	31	Lanesboro', .	332	116	.35-09
16	Lee, .	893	511	.57-27					

* See note, page 84.

SCHOOL RETURNS—1854-5.

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BARNSTABLE COUNTY.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 PROVINCETOWN	689	548	.79-52	8 Harwich, .	960	605	.63-02
2 Wellfleet, .	550	410	.74-54	9 Brewster, .	304	183	.60-19
3 Orleans, .	451	321	.71-28	10 Truro, .	607	354	.58-31
4 Falmouth, .	574	382	.66-55	11 Barnstable, .	1,076	616	.57-29
5 Yarmouth, .	551	366	.66-42	12 Sandwich, .	1,139	611	.56-32
6 Dennis, .	853	550	.64-47	13 Eastham, .	161	67	.41-92
7 Chatham, .	535	342	.63-92				

DUKES COUNTY.

1 CHILMARK,	129	131	1.01-50	3 Tisbury, .	384	142	.36-97
2 Edgartown,	420	335	.79-76				

NANTUCKET COUNTY.

1 NANTUCKET,	1,533	983	.64-12				
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MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age, in the State, . . .	213,934
Mean average attendance, ...	160,815
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